Brevard Public Schools

Gemini Elementary School

2021-22 Schoolwide Improvement Plan

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Gemini Elementary School

2100 OAK ST, Melbourne Beach, FL 32951

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

Demographics

Principal: Christina Carver T   Start Date for this Principal: 9/10/2021

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (66%) 2016-17: A (70%)
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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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	No	21%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	9%

School Grades History

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

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SIP Authority

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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.

Investing in every child, every day in every way.

Provide the school's vision statement.

Gemini community is dedicated to preparing today's students for tomorrow's launch to success.

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
Carver, Christina	Principal	
Rosado, Christine	Assistant Principal	
Crissey-Akil, Natasha	Reading Coach	

Demographic Information

Principal start date
Friday 9/10/2021, Christina Carver T

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.*
2

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.*
8

Total number of teacher positions allocated to the school
36

Total number of students enrolled at the school
427

Identify the number of instructional staff who left the school during the 2020-21 school year.
3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

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	52	59	72	55	73	60	56	0	0	0	0	0	0	427
Attendance below 90 percent	8	3	4	2	10	6	3	0	0	0	0	0	0	36
One or more suspensions	2	0	0	0	1	1	0	0	0	0	0	0	0	4
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	1	0	0	0	0	0	0	1
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	7	9	3	13	9	5	0	0	0	0	0	0	46
LEVEL 1 ON 2021 FSA ELA	0	0	0	1	3	2	2	0	0	0	0	0	0	8
LEVEL 1 ON 2021 FSA MATH	0	0	0	1	5	6	5	0	0	0	0	0	0	17

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 9/13/2021

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	54	70	49	61	63	56	76	0	0	0	0	0	0	429
Attendance below 90 percent	0	6	1	2	3	2	6	0	0	0	0	0	0	20
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	1	3	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	0	3	0	0	0	0	0	0	4

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

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

The number of students identified as retainees:

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

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	54	70	49	61	63	56	76	0	0	0	0	0	0	429
Attendance below 90 percent	0	6	1	2	3	2	6	0	0	0	0	0	0	20
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	1	3	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	0	3	0	0	0	0	0	0	4

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data 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				83%	62%	57%	81%	60%	56%
ELA Learning Gains				68%	60%	58%	63%	54%	55%
ELA Lowest 25th Percentile				65%	57%	53%	54%	46%	48%
Math Achievement				87%	63%	63%	83%	62%	62%
Math Learning Gains				81%	65%	62%	61%	59%	59%
Math Lowest 25th Percentile				71%	53%	51%	49%	49%	47%
Science Achievement				75%	57%	53%	69%	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	91%	64%	27%	58%	33%
Cohort Comparison						
04	2021					
	2019	84%	61%	23%	58%	26%
Cohort Comparison		-91%				
05	2021					
	2019	73%	60%	13%	56%	17%
Cohort Comparison		-84%				
06	2021					
	2019	77%	60%	17%	54%	23%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	86%	61%	25%	62%	24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019	83%	64%	19%	64%	19%
Cohort Comparison		-86%				
05	2021					
	2019	81%	60%	21%	60%	21%
Cohort Comparison		-83%				
06	2021					
	2019	90%	67%	23%	55%	35%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	73%	56%	17%	53%	20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Gemini Elementary is using the iReady Reading and Math Diagnostics from the 2020-2021 School Year for 1st - 6th Grade.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68/38%	68/72%	70/96%
	Economically Disadvantaged	16/25%	16/56%	16/94%
	Students With Disabilities	16/38%	16/50%	16/94%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	68/18%	68/50%	70/77%
	Economically Disadvantaged	16/6%	16/44%	16/69%
	Students With Disabilities	16/6%	16/44%	16/69%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50/48%	52/83%	54/89%
	Economically Disadvantaged	9/44%	9/78%	9/78%
	Students With Disabilities	6/50%	6/83%	6/67%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49/14%	51/57%	54/81%
	Economically Disadvantaged	9/11%	9/44%	9/44%
	Students With Disabilities	6/0%	6/50%	6/67%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59/71%	61/85%	62/92%
	Economically Disadvantaged	11/64%	11/73%	11/82%
	Students With Disabilities	11/55%	12/67%	13/85%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59/15%	61/36%	62/71%
	Economically Disadvantaged	11/9%	11/27%	11/45%
	Students With Disabilities	11/0%	12/8%	13/46%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62/52%	64/70%	65/74%
	Economically Disadvantaged	16/44%	16/44%	16/56%
	Students With Disabilities	7/0%	8/38%	8/25%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62/26%	64/47%	65/68%
	Economically Disadvantaged	16/19%	16/31%	16/50%
	Students With Disabilities	7/0%	8/25%	8/38%
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52/50%	54/65%	55/82%
	Economically Disadvantaged	9/22%	10/50%	10/70%
	Students With Disabilities	6/33%	6/50%	6/50%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52/58%	55/65%	55/84%
	Economically Disadvantaged	9/11%	10/30%	10/60%
	Students With Disabilities	6/50%	6/67%	6/83%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	77/57%	75/59%	80/73%
	Economically Disadvantaged	14/36%	14/36%	14/57%
	Students With Disabilities	9/33%	9/0%	10/30%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	77/55%	76/67%	81/77%
	Economically Disadvantaged	14/21%	14/50%	14/57%
	Students With Disabilities	9/22%	9/44%	10/40%
	English Language Learners	0	0	0

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	53	77	75	59	62						
HSP	75			67							
WHT	79	72	69	80	75	68	69				
FRL	64	65		66	59	80					
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	63	61	57	71	67	65					
HSP	100	50		82	60						
WHT	82	69	65	87	81	70	74				
FRL	81	67	92	83	74	57	79				
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	49	38	43	63	42	40	31				
HSP	100			100							
MUL	77	80		77	50						
WHT	80	60	51	82	62	48	67				
FRL	70	69	61	70	55	40	50				

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	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	519
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	65
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	71
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	73
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	67
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?

The data shows a decrease in student mathematical understanding across the grade levels.

The data shows a lower proficiency in 4th grade mathematics over several years.

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

The iReady EOY Math Diagnostic and 2021 FSA Mathematics which had an increase in Level 1 students.

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

COVID-19 Pandemic; 19-20 4th Quarter FULL eLearning; 20-21 eLearning vs brick and mortar; 21-22 Beginning of Year increase of quarantined students

When disaggregating data at monthly IPSG meetings, teachers will identify students who need increased scaffolding and supports whether it be through intervention model or accelerating to ensure all learners are being stretched to ensure math growth.

Implementation and continuous use of concrete and representational during the math block and Think-Share-Compare routine during the math block

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

The domain that would have predicted would have the most growth been numbers and operations as well as Algebra and Algebraic thinking which was supported by the FSA 2021 respectively with a 70% and 72%.

The domain that would have predicted to have the most growth would have been Integration of knowledge (61%) and Craft and Structure (74%) based on the iReady domains.

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

Teachers were using more complex texts to support the increase in the above domains in reading.

During IPSG time, we talked more math standards and mastery as well as cognitive complexity and how questions could be asked to support mastery of a skill.

The teacher's understanding that supported instructional change within the classrooms.

Using data to modify instruction throughout the school year.

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

Morphology units and demand of question types through the new curriculum.

Teachers using instructional grouping reports to accelerate to ensure maximum growth.

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.

-District-Wide August 5 Professional Development Day
-IPSG Monthly Meetings
-Competencies 4 and 5 for Reading Endorsement
-Learned how to screen using varies screening assessments

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

-Continue the use of NEW ELA curriculum with the district-wide time frames for the key components of the reading block.
-Quarterly Admin and Grade Level Walkthroughs focusing on the Classroom Characteristics of the

BEST ELA EXPECTATIONS - Look Fors
-Using faculty meetings to focus on reviewing the spotlighting glows, determining areas of growth and celebrating instruction of staff and allow for reflection
-Leadership Team covering classes to ensure how the pulse of new curriculum to support classroom
-Involving parents the understanding of the changes so they can better support the school

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale:	The 2021-2022 School Year teachers will formalize and implement the new Benchmark Advance and Savvas myPerspectives curriculum while learning the BEST Benchmarks.
Measurable Outcome:	K-6 will assess through the use of district required unit assessments. Our desired outcome will be grade level proficiency of 80% or higher.
Monitoring:	K-6 Grade Levels Teams will gather data on Performance Matters through the use of Bubble Sheets provided from the district that our Reading Coach will print for teachers. Assistant Principal will get copies of the Unit Assessments for teachers to assess their students. Data will be discussed bi-monthly during IPSG grade level teams.
Person responsible for monitoring outcome:	Natasha Crissey-Akil (crissey-akil.natasha@brevardschools.org)
Evidence-based Strategy:	During IPSG, teachers will discuss stacked benchmarks that align to the curriculum. Grade levels will identify priority standards during each unit. ELA teachers will receive ongoing professional development in ensuring depth and rigor of the benchmarks and new curriculum. Teachers will increase the academic rigor by looking at the instructional methods. Teachers will pay specific attention to the morphology pieces of the curriculum. This will continue to support the needed area of vocabulary.
Rationale for Evidence-based Strategy:	Based on the 2020-2021 End of Year Reading iReady Diagnostic, there was need to ensure Tier 1 instruction in the area of vocabulary and to make sure they are making their annual typical growth goal.

Action Steps to Implement

1. BEST Benchmark team comprised of 1 member of each grade level collaboration to share insight on implementation of Benchmark at collaborative grade level meetings.
2. Our monthly IPSG meetings, focus on the understanding and depth of the new BEST benchmarks. Teachers work together to build their capacity of this new learning.
4. ELA Leadership Team will walk quarterly to observe predetermined classroom characteristics that demonstrate the BEST ELA Expectations Benchmarks. Data will be shared with staff during faculty meetings.
5. Reading Coach and Grade Level teams will conduct quarterly walkthroughs using a rubric that supports the predetermined classroom characteristics. This data will be collected by the team and shared out during faculty meeting.
6. Principal and Assistant Principal will evaluate implementation of Benchmark by monitoring time stamped lessons during the ELA block.
7. Present Quarter 1 Lessons Learned to faculty.

Person Responsible	Christine Rosado (rosado.christine@brevardschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	At Gemini, we want to offer high quality, common formative and summative assessments that align to our standards and lead to intentional planning based on data.
Measurable Outcome:	For grades K-3, the measure indicating achievement will be a 80% on the Ready MAFS End of Unit assessment for even units. For grades 4-6, the measure indicating achievements will be 70% on the iReady Standards Mastery Assessments for the Priority Standards decided by the grade levels teams during Instructional Planning for Student Growth meetings. We expect an increase in iReady Math Diagnostic of 30% during Winter and Spring with 75-85% proficiency on End of Year Diagnostic.
Monitoring:	K-3 Grade Levels Teams will gather data through the End of Unit Assessment or 4-6 through iReady Standards Mastery. Assistant Principal will get copies of the Unit Assessments for teachers to assess their students. Data will be discussed quarterly during IPSG grade level teams.
Person responsible for monitoring outcome:	Christine Rosado (rosado.christine@brevardschools.org)
Evidence-based Strategy:	During IPSG, teachers will experience modeled lessons that support the Think-Compare-Share routine from Ready Central. Teachers will increase the usage of math manipulatives within the math instructional block based off of CRA Math model. (Concrete, Representation and Abstract). Teachers will use the Prerequisite and Instructional Grouping Reports to support daily instruction of math through the units and/or modules.
Rationale for Evidence-based Strategy:	Based on the 2020-2021 EOY Math iReady Diagnostic and 2021-2022 BOY Math iReady Diagnostic, Tier 1 (On-Level) students went from 78% to 41%. Based on this information, implementation of the progression from concrete to abstract.

Action Steps to Implement

1. During the 21-22 School Year, an iReady Consultant will come an provide school training for the Math Learning Games and Prerequisite Report. Support and planning with the Toolbox will also be available.
2. During IPSG monthly math meetings, teachers will experience modeled lessons using the Think-Compare-Share routine.
3. They will plan a lesson implementing the Think-Compare-Share routine using their homeroom's Prerequisite report.
4. Grade Level teams will review the End of Unit assessments as way to support their knowledge of the MAFS standards. Data analysis of questions on these assessments will drive small group, reteaching, and Tier 2 intervention groups.
5. Curriculum Leadership Team will support implementation through monthly IPSG meetings to review and map math standards.
6. Grade Level Teams will review End of Unit Assessments or Standards Masteries. Data analysis of specific questions and standards will drive discussion for reteaching and Tier 2 intervention groups.

7. Leadership Team will do walkthroughs and look at school-wide trends on the selected priority standards or units of focus. Teachers will be provided feedback using the Trust-Based Observation tool.

Person Responsible   Christina Carver (carver.christina@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.

Gemini is ranked #1 in all categories.

We utilize Conscious Discipline and SEL is as our foundation to support behavior within the school.

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.

We are going to implement the Conscious Discipline daily to improve student perception of the school culture. (Community) based on the Youth Truth Survey in January 2021. We will exceed the BPS average of 28% based on the 2021 data.
-We have included in the master schedule, SEL time to provide teachers time to instruct Sanford Harmony curriculum or Conscious Discipline social skills.
-SEL Leadership Team will do quarterly walkthroughs using the CASEL walkthrough tool to ensure that SEL is taking place during the slotted time.
-As a school community, students and staff are reminded with our targeted Power and Skills from Conscious Discipline weekly.
-Teachers have chosen varies ways to start implementing Conscious Discipline through Morning Greetings, Safe Place Corners, etc.
-As a school, we have decided on focusing on the Noticing skill. Teachers are practicing the noticing language with students throughout the day.
-Community is kept informed through the weekly GemiNews. This will assist parents and guardians in the understanding of social emotional needs that are being addressed.

Based on our Spring Parent Survey, we noticed parents fell extremely welcomed (89%), office staff being helpful (87%) and Opportunities to provide input (68%) based on those concerns, staff felt if we increase use of FOCUS this would eliminate some of parent concerns was well as provide more opportunities for input.

-Gemini wants to implement a Parent Google Form per semester to support parents with academic resources or grade level expectations for the coming semester. AP will support teams with rolling out the Google Form in December and Send out to parents in January.

-Teachers will work with Media Specialist to update Gemini Students App with current resources.

-Teachers in K-6 will support the families with the Curriculum "Home to School Family Letters". Teachers will need to inform Principal of when units will begin to provide link or letter in GemiNews.

-AP and Reading Coach will provide a ZOOM to support parents in understanding iReady and its domains.

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

Morning News Crew - Shares a weekly and daily support to the Power and Skill. Assistant Principal and School Counselor share information with the News Crew.

GemiNews to Community- This allows for home to school connection to all things Gemini.

SNAP (Stop, Now, And Plan)
- (This was also supported during he 20-21 School Year as an after school 13 Week Weekly events for parents and students.)
-21-22 School Year, the SNAP team comes in Brick and Mortar an hour a week to support identified 3rd - 5th grade students who would benefit from this program.

School Counselor has created a School-Wide Sensory Room to support students whom may be having emotional dysregulation OR a cool down stop

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			6101 - Gemini Elementary School			$600.00
			Notes: Gemini paid for a School-Wide Benchmark Advance Oral Reading Records Suite.			
2	III.A.	Areas of Focus: Instructional Practice: Math				$0.00
					Total:	$600.00