Fairglen Elementary School

2021-22 Schoolwide Improvement Plan

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Fairglen Elementary School

201 INDIAN TRL, Cocoa, FL 32927

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

Demographics

Principal: Christy Meraz A

Start Date for this Principal: 8/25/2021

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* 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 (42%) 2016-17: C (45%)
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	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	27%

School Grades History

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

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 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.

We, the students, staff, parents, and community of Fairglen Elementary, work together as a team to provide a nurturing and safe environment that promotes academic and personal excellence, encourages independent thinkers, and inspires young minds to reach full potential.

Provide the school's vision statement.

Fairglen Elementary School's vision is to develop well-rounded, productive and successful citizens by serving every student with excellence as the standard.

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
Meraz, Christy	Principal	School Leadership Team, Monitoring Progress Monitoring, Data collection, Data Analysis, ESSA subgroups data identification and collection, instructional coaching, professional development
DiLago, Aimee	Assistant Principal	Discipline data and intervention, professional development, instructional coaching, subgroup data monitoring, school leadership, ESOL Contact, attendance/truancy
Mark, Diane	Reading Coach	Instructional Coaching, Professional Development, School Leadership Team, Data Monitoring, Intervention Assistance and Design, Long Range Planning
Delida, Laurie	Instructional Coach	PBIS Coach/ESE Team Lead: Assists with data tracking for discipline, serves as LEA, assists teachers with BIP creation and intervention, school leadership team, mentoring, data monitoring
Walker, Colleen	Instructional Coach	Instructional Coaching, Professional Development, School Leadership Team, Data Monitoring, Intervention Assistance and Design, Long Range Planning

Demographic Information

Principal start date
Wednesday 8/25/2021, Christy Meraz A

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

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.*

6

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

584

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

2

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

1

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	83	72	74	67	74	88	80	0	0	0	0	0	0	538
Attendance below 90 percent	16	18	12	15	20	13	22	0	0	0	0	0	0	116
One or more suspensions	0	1	3	2	2	4	3	0	0	0	0	0	0	15
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	0	3	0	0	0	0	0	0	0	0	0	3
Level 1 on 2021 FSA ELA	0	0	0	2	24	32	24	0	0	0	0	0	0	82
Level 1 on 2021 FSA Math	0	0	0	2	36	43	26	0	0	0	0	0	0	107

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	3	22	33	33	0	0	0	0	0	0	93

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	4	9	5	2	1	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	1	3	0	0	0	0	0	0	4

Date this data was collected or last updated

Monday 8/30/2021

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	75	93	70	74	92	69	92	0	0	0	0	0	0	565
Attendance below 90 percent	6	21	8	7	2	8	4	0	0	0	0	0	0	56
One or more suspensions	1	3	3	5	3	8	8	0	0	0	0	0	0	31
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	1	23	27	0	0	0	0	0	0	51
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	19	31	0	0	0	0	0	0	51
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	1	0	0	0	19	22	0	0	0	0	0	0	42

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	4	12	3	4	1	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	2	0	0	0	0	0	0	2

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	75	93	70	74	92	69	92	0	0	0	0	0	0	565
Attendance below 90 percent	6	21	8	7	2	8	4	0	0	0	0	0	0	56
One or more suspensions	1	3	3	5	3	8	8	0	0	0	0	0	0	31
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	1	23	27	0	0	0	0	0	0	51
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	19	31	0	0	0	0	0	0	51
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	0	19	22	0	0	0	0	0	0	42

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	4	12	3	4	1	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	2	0	0	0	0	0	0	2

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%	43%	60%	56%
ELA Learning Gains				52%	60%	58%	41%	54%	55%
ELA Lowest 25th Percentile				52%	57%	53%	29%	46%	48%
Math Achievement				45%	63%	63%	47%	62%	62%
Math Learning Gains				51%	65%	62%	49%	59%	59%
Math Lowest 25th Percentile				45%	53%	51%	40%	49%	47%
Science Achievement				44%	57%	53%	45%	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	36%	61%	-25%	58%	-22%
Cohort Comparison		-44%				
05	2021					
	2019	52%	60%	-8%	56%	-4%
Cohort Comparison		-36%				
06	2021					
	2019	46%	60%	-14%	54%	-8%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	34%	61%	-27%	62%	-28%
Cohort Comparison						
04	2021					
	2019	39%	64%	-25%	64%	-25%
Cohort Comparison		-34%				
05	2021					
	2019	41%	60%	-19%	60%	-19%
Cohort Comparison		-39%				
06	2021					
	2019	60%	67%	-7%	55%	5%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	56%	-12%	53%	-9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

K-6: iReady ELA and iReady Math

Grade 1			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31/50%	40/63%	59/87%
	Economically Disadvantaged	20/41%	29/59%	29/59%
	Students With Disabilities	5/31%	6/38%	15/94%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19/31%	32/51%	46/69%
	Economically Disadvantaged	15/33%	23/50%	32/65%
	Students With Disabilities	5/36%	5/36%	9/64%
	English Language Learners	0	0	0

Grade 2			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/12%	12/18%	21/31%
	Economically Disadvantaged	5/10%	7/14%	13/25%
	Students With Disabilities	5/22%	4/17%	5/22%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/78%	15/23%	22/34%
	Economically Disadvantaged	3/6%	9/18%	14/27%
	Students With Disabilities	2/9%	3/13%	4/17%
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/27%	19/30%	26/41%
	Economically Disadvantaged	10/23%	11/24%	18/40%
	Students With Disabilities	1/4%	1/4%	4/17%
	English Language Learners	1/33%	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/20%	14/22%	15/23%
	Economically Disadvantaged	6/14%	9/20%	11/24%
	Students With Disabilities	2/9%	2/9%	2/9%
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26/42%	38/59%	42/64%
	Economically Disadvantaged	17/37%	28/60%	32/64%
	Students With Disabilities	3/16%	6/29%	5/24%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/6%	19/30%	37/41%
	Economically Disadvantaged	2/0.04%	15/32%	22/45%
	Students With Disabilities	1/5%	1/5%	1/5%
	English Language Learners	0	0	0

Grade 5			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28/34%	29/35%	36/44%
	Economically Disadvantaged	18/33%	19/35%	23/41%
	Students With Disabilities	3/14%	1/4%	3/14%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/13%	27/33%	34/41%
	Economically Disadvantaged	6/11%	15/8%	19/34%
	Students With Disabilities	3/11%	1/4%	4/15%
	English Language Learners	0	1/50%	1/50%
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	11/16%	29/41%	32/45%
	Economically Disadvantaged	8/17%	18/36%	20/39%
	Students With Disabilities	2/7%	8/29%	6/22%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/12%	17/24%	25/35%
	Economically Disadvantaged	5/11%	11/22%	19/37%
	Students With Disabilities	1/3%	5/17%	6/19%
	English Language Learners	1/20%	2/33%	2/33%

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	47	42	17	41	27	24				
ELL	23			38							
BLK	29	46		29	62						
HSP	33	67		41	53						
MUL	38			33							
WHT	39	58	60	35	51	32	28				
FRL	31	58	50	29	53	42	24				
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	46	54	18	36	34	21				
ELL	38			38							
BLK	27	29		36	43						
HSP	25	52		30	25						
MUL	44	42		39	50						
WHT	48	55	57	47	55	47	47				
FRL	36	48	51	37	51	46	40				
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	14	25	17	15	45	45	17				
BLK	32	32	30	32	58	70					
HSP	30	14		41	40						
MUL	33	45		44	36						
WHT	46	45	29	49	50	36	48				
FRL	39	40	31	45	49	37	43				

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	44
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	50
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	37
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
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 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	41
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?

These scores can be attributed to: Summer Slide / Chronic Absences/Distance Learning
iReady Diagnostic 1 Data shows the following percent per grade level that are performing two or more grade levels below:
1st Grade: 12%
2nd Grade: 44%
3rd Grade: 37%
4th Grade: 33%
5th Grade : 44%
6th Grade : 43%

Subgroup Data
iReady Diagnostic 1 Data shows the following percent of students that are performing two or more grade levels below:
Students with Disabilities: 43% (Total of 148 students)
Hispanic: 80% (Total of 45 students)
Black of African American: 20% (Total of 40 students)

iReady Diagnostic 1 Data shows deficient Vocabulary Skills are evident across all grade levels. The following represents the percent of students performing two or mroe grade levels below:
1st Grade: 20%
2nd Grade: 29%
3rd Grade: 38%
4th Grade: 29%
5th Grade: 39%

6th Grade: 49%

Other trends (FSA)
Learning Gains: 60% ELA
Learning Gains: 54% Math Gains
Based on data, 10% of students who are proficient in ELA are not proficient in Science. Currently 38% of students are proficient in Reading, however 29% were proficient in Science.

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

Data Components:
SSA: Science 29% Proficiency
FSA: ELA 38% Proficiency
FSA: Math 35% Proficiency
ESSA Subgroups based on 2018-2019 FSA Data: Black/African American Students; Hispanic Students; Students with Disabilities
Our data components showed the lowest performance achievement/proficiency ratings in Science. We have also seen a declining trend in our achievement/proficiency ratings in Reading and Math. Contributing factors include: Chronic Absences/Distance Learning/Summer Slide. Increasing students' learning gains remained the focus when making key decisions for instruction. Although tasks during distance learning were aligned to the standards, teachers were not able to provide the typical high quality instruction and differentiated supports that are found in the brick and mortar classrooms. Families who were disconnected during distance learning lead to lack of instruction, support, and an increase in skill deficits across academic areas.

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

Science Proficiency Scores have decreased by 15% from 2019. This data demonstrates the need to focus on Science Instruction. Actions that have been taken to address this need include: a one way split this year in 5th Grade with 2 new experience highly qualified teachers. Across all grade levels, Tier 1 instruction will include more implementation of Science through instruction of the newly adopted ELA Curriculum, which infuses Science into weekly instruction. On-line resources, such as PENDA, and assessments will be utilized to enhance and monitor Science Instruction. Overall ELA Proficiency is 38% and has declined from previous years. With the introduction of the newly adopted ELA Core Curriculum, Long Range Planning will be utilized as a time to collaborate and plan to ensure curriculum is providing students targeted grade level material/text in hand during core instruction. Math Achievement has declined 10% since 2019. During the 2019-2020 School Year, all Kindergarten through 5th Grade classes implemented Eureka as the core curriculum. Once students were switched over to distance learning, they changed the platform for instruction to iReady. This program switch and lack of fidelity of instruction created gaps in skill-based knowledge and mastery. Grade Level Meetings providing professional development opportunities and walkthroughs will be conducted to support the implementation of new ELA Curriculum and Eureka.

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

Our learning gains in Reading (60%) showed the greatest improvement.

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

Previous data showed a large deficit in phonics in our primary grades. The students were lacking the skills to decode text making complex text extremely difficult. Readability became the barrier to

comprehension. Text and tasks were not aligned to the rigor of the standards. The implementation of iReady diagnostics gave us intervention grouping and the information to target areas of deficiency. Another layer was added to our ELA approach. Second through Fifth Grade utilized Ready LAFS books in their core reading instruction. These texts and tasks were closely aligned to standards. Students were provided the support needed to handle the rigorous tasks. Current actions included: Departmentalizing Grades 4th-6th, Monthly Long Range Planning, Tuesdays Grade Level Meetings focusing on reading/fidelity/accountability, use of Lexia, and the support of Literacy Coaches.

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

To accelerate learning, professional development opportunities will be provided to support the new ELA Curriculum and Eureka Instruction. PENDA will be implemented to strengthen science instruction. PENDA Reports/Data will be utilized to drive instructional needs. Monthly MTSS Meetings will be conducted to monitor and target Intervention based on areas of deficiency and to identify students in need of intensive small group instruction. District Assessments will be conducted at the end of each Eureka Module to make instructional decisions and identify students in need of small group instruction for remediation of skills.

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.

Based on the contributing factors and strategies identified to accelerate learning, the following professional development opportunities will be provided:
Benchmark Advance/Universe (Kinder-5th) and SAAVAS (6th Grade) - New ELA Curriculum
Eureka - Math Curriculum
Conscious Discipline (SEL Initiatives) - Improve attendance/support emotional needs of students
MTSS - Intervention/Small Group Instruction

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

Intentionality to impact students based on student data (money, people, time) - Title 1 Plan to include supporting student instruction; Plethora of resources to utilize during academic instruction; Intervention to occur daily to close academic gaps; Looking at data during Grade Level Meetings to address the individual needs of students to drive instruction
Services to include:
Eckerd on Activity Wheel (Prevention) - SEL Initiative
Science:
PENDA
ELA Curriculum:
Intervention Resources:
Lexia
LLI
95%
Math Curriculum:
Eureka
Zearn

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Student achievement in ELA (FSA)- The percentage of our students that are proficient in ELA has decreased from 45% in 2019 to 38% in 2021. iReady Diagnostic 1 data, when compared to last year's Diagnostic 1 data, also shows students have fallen further behind in ELA. iReady data from the first diagnostic in 2020-2021 indicated 25% of students were two or more grade levels below. This year's current iReady Diagnostic Data indicated 36% of students were two or more grade levels below. .
Measurable Outcome:	ELA Proficiency will increase from 38% to 50%. These increases will bring us closer to the district and state percentages. Currently 22% of our students are scoring on grade level for iReady Diagnostic 1. Additionally, we will increase students who are on grade level for ELA on the iReady Diagnostic 3 assessment to 44% of our students scoring on grade level.
Monitoring:	* Data Analysis (Monitor Reports and Assessments=iReady Diagnostic 3x year, Standards Mastery 4th, 5th, 6th 4x year, Benchmark Unit Assessments varied by grade level) * Classroom Walkthroughs/Feedback * Grade Level Meetings * Long Range Planning
Person responsible for monitoring outcome:	Christy Meraz (meraz.christy@brevardschools.org)
Evidence-based Strategy:	Grade level teams will be focused on long range planning, utilizing complex grade level material, evaluating aligned tasks, writing to the text, student supports for skill deficits, common assessments, and analyzing data. Teams will consist of the grade level teachers, Title 1 supports (Teachers and IAs), ESE Teachers, Literacy Coach, and Administration. Through our GLTs, we will focus on the following influences on student achievement from John Hattie's work: Teacher Clarity - 0.75 effect size Teacher Estimates of Achievement: 1.44 ES Comprehensive instructional programs for teachers - 0.72 ES Phonics Instruction - 0.60 ES Writing Program - 0.46 ES Response to Intervention - 1.09 ES Scaffolding - 0.58 ES
Rationale for Evidence-based Strategy:	Working in our Grade Level Teams, taking a PLC Approach, our leadership team is utilizing research from Amplify You Impact: Coaching Collaborative Teams in PLCs at Work. "High achieving schools build a school environment where working together to solve problems and to learn from each other become cultural norms." {Westwood 2000 Teachers who learn, kids who achieve; A look at schools with model professional development} "The likelihood of using new learning and sharing responsibility rises when colleagues guided by a coach, work together and hold each other accountable for improved teaching and learning." {Annenberg Institute for School Reform, 2004}

Action Steps to Implement

ELA
1) 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. Plans will include learning cycles to ensure assessments match the expectations of the benchmark. Grade Level Teams will utilize Benchmark Advance Units and Savvas Units developed at the district level to ensure alignment, pacing, and scaffolding.

Person Responsible Diane Mark (mark.diane@brevardschools.org)

2) During weekly meetings, teams will evaluate student data for all tiers of instruction to determine effectiveness and impact to student learning=Data will be charted on data wall with supplies purchased by Title I (T).

Person Responsible Aimee DiLago (dilago.aimee@brevardschools.org)

3) Teachers will utilize support programming, such as PSI/95%/Rewards/Read Naturally/Lexia to support instruction to help close academic gaps. (T)

Person Responsible Diane Mark (mark.diane@brevardschools.org)

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.

Person Responsible Christy Meraz (meraz.christy@brevardschools.org)

5. Teachers will use Fountas and Pinnell Benchmark Assessments at least 4 times a year as progress monitoring for students. (T)

Person Responsible Diane Mark (mark.diane@brevardschools.org)

#2. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	The following data represents the Referrals by Grade Level during the 2020-2021 School Year: Kindergarten: 21 Referrals 1st Grade: 56 Referrals 2nd Grade: 49 Referrals 3rd Grade: 26 Referrals 4th Grade: 37 Referrals 5th Grade: 89 Referrals 6th Grade: 21 Referrals The highest amount of referrals were received for: Physical Aggression Willful Disobedience Classroom Disruption
Measurable Outcome:	During the 2021-2022 school year, we will decrease the amount of office referrals and SESSIR incidences. We will decrease the amount of SESSIR incidences to 10 or less. Office managed referrals will be decreased by 25%.
Monitoring:	* Data Analysis (Monitor Reports--RTI B monthly) * Classroom Walkthroughs/Feedback *Monitor classroom referrals weekly *Risk ratio report monthly
Person responsible for monitoring outcome:	Aimee DiLago (dilago.aimee@brevardschools.org)
Evidence-based Strategy:	Utilizing PBIS, we will increase our Tier 1 and Tier 2 supports to support our students. We will continue to implement Zones of Regulation in order to teach students how to identify and self-regulate behaviors. Conscious Discipline will be implemented to support the SEL needs of our students. Conscious Discipline evaluates its effectiveness in many ways. Practitioners, independent researchers, and Loving Guidance, LLC. have conducted many quantitative and qualitative research studies. Study designs and methodologies include action research conducted by teachers, school-based data collection including observations and surveys, pre- and post-impact studies, and quasi-experiments. RESEARCH SHOWS THAT CONSCIOUS DISCIPLINE: Improves the social and emotional skills of students Improves the social and emotional skills of teachers Increases student academic readiness Increases student academic achievement Improves the quality of student-teacher interactions Improves school climate Decreases aggression in preschool children Decreases impulsivity and hyperactivity in "difficult" students
Rationale for Evidence-	Student behavior impacts all students in the classroom. In order to continue to improve the achievement of all students, we must work to improve behaviors that impact the environment. The RtI:B database indicates that our students display behaviors such as

based Strategy:

physical aggression, classroom disruption, and willful disobedience. "PBIS is not a solitary program - it is the integration of many effective strategies and programs that create a Multi-Tiered System of Supports (MTSS) for behavior. With an overarching emphasis on using data to determine the effectiveness of its techniques, PBIS reflects the application of explicit values and evidence-based practices to build a MTSS that is practical, durable, and available to all." (Florida PBIS Project)

Conscious Discipline is a research-based comprehensive self-regulation program that combines social and
emotional learning with discipline and guidance. Built on a foundation of current brain research, the School
Family™ is constructed from safety, connection and problem-solving.

Action Steps to Implement

Grade Level Representatives will participate in monthly PBIS Meetings to review student data, discuss students in Tier 2 interventions and their data, and identify students needing Tier 3 supports.

Person Responsible — Laurie Delida (delida.laurie@brevardschools.org)

Teachers will implement PBIS and Zones of Regulation
This includes:
* identifying classroom procedures that align with school-wide expectations
* teaching and reinforcing expectations in common areas around campus

Person Responsible — Laurie Delida (delida.laurie@brevardschools.org)

PBIS Team will provide professional development for staff during pre-planning and as needed throughout the year.

Person Responsible — Laurie Delida (delida.laurie@brevardschools.org)

PBIS Team will support staff with barriers to implementation given COVID restrictions, as well as, continually share ideas for rewards that are easily implemented in classrooms.

Person Responsible — Laurie Delida (delida.laurie@brevardschools.org)

PBIS Team will share discipline data with staff and stakeholders during monthly PBIS meeting (team leads will share weekly in grade level meetings).

Person Responsible — Aimee DiLago (dilago.aimee@brevardschools.org)

Teachers will complete Conscious Discipline training and books to become more aware of our reactions and approaches to discipline situations.

Person Responsible — Aimee DiLago (dilago.aimee@brevardschools.org)

Social worker and Eckerd staff will be utilized to support students through small group and individual meetings increasing our focus on mental health supports and prevention.

Person Responsible — Christy Meraz (meraz.christy@brevardschools.org)

Teachers will work with Administration and teams to create Behavior Intervention Plans as soon as behaviors are identified to track data and implement interventions to address individual behavioral needs

Person Responsible — Aimee DiLago (dilago.aimee@brevardschools.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Student achievement in Math (FSA)- The percentage of our students that are proficient in Math decreased from 45% in 2019 to 35% in 2021. IReady Diagnostic 1 data, when compared to last year's Diagnostic 1 data, also shows students have fallen further behind in Math. iReady data from the first diagnostic in 2020-2021 indicated 31% of students were two or more grade levels below. This year's current iReady Diagnostic Data indicated 36% of students were two or more grade levels below.
Measurable Outcome:	Math Proficiency will increase from 35% to 50%. These increases will bring us closer to the district and state percentages. Currently 10% of our students are scoring on grade level for iReady Diagnostic 1. Additionally, we will increase students who are on grade level for Math on the iReady Diagnostic 3 assessment to 40% of our students scoring on grade level.
Monitoring:	* Data Analysis (Monitor Reports and Assessments--iReady Math Diagnostic 3x year, Standards Mastery 4x year, exit tickets, Eureka assessments, Big Ideas assessments) * Classroom Walkthroughs/Feedback * Grade Level Meetings * Long Range Planning
Person responsible for monitoring outcome:	Christy Meraz (meraz.christy@brevardschools.org)
Evidence-based Strategy:	Grade level teams will be focused on long range planning, utilizing grade level material, evaluating aligned tasks, student supports for skill deficits, common assessments, and analyzing data. Teams will consist of the grade level teachers, ESE Teachers, and Administration. Through our GLTs, we will focus on the following influences on student achievement from John Hattie's work: Teacher Clarity - 0.75 effect size Teacher Estimates of Achievement: 1.44 ES Comprehensive instructional programs for teachers - 0.72 ES Response to Intervention - 1.09 ES Scaffolding - 0.58 ES
Rationale for Evidence-based Strategy:	Working in our Grade Level Teams, taking a PLC Approach, our leadership team is utilizing research from Amplify You Impact: Coaching Collaborative Teams in PLCs at Work. "High achieving schools build a school environment where working together to solve problems and to learn from each other become cultural norms." {Westwood 2000 Teachers who learn, kids who achieve; A look at schools with model professional development} "The likelihood of using new learning and sharing responsibility rises when colleagues guided by a coach, work together and hold each other accountable for improved teaching and learning." {Annenberg Institute for School Reform, 2004}

Action Steps to Implement

1) 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 Eureka and Zearn for instruction.

Person Responsible Aimee DiLago (dilago.aimee@brevardschools.org)

2) During weekly meetings, teams will evaluate student data to determine effectiveness and impact to student learning.

Person Responsible Christy Meraz (meraz.christy@brevardschools.org)

3) School-based leadership will collaborate monthly to analyze data and target areas for coaching.

Person Responsible Christy Meraz (meraz.christy@brevardschools.org)

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.

Person Responsible Christy Meraz (meraz.christy@brevardschools.org)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Student achievement in SSA - The percentage of our students that are proficient in Science has decreased from 44% in 2019 to 29% in 2021.
Measurable Outcome:	Science Proficiency will increase from 29% to 50%. These increases will bring us closer to the district and state percentages.
Monitoring:	* Data Analysis (Monitor Reports and Assessments--Penda progress monitoring, District Assessments) * Classroom Walkthroughs/Feedback * Grade Level Meetings * Long Range Planning
Person responsible for monitoring outcome:	Christy Meraz (meraz.christy@brevardschools.org)
Evidence-based Strategy:	Grade level teams will be focused on long range planning, utilizing complex grade level material, evaluating aligned tasks, writing to the text, student supports for skill deficits, common assessments, and analyzing data. Teams will consist of the grade level teachers, Title 1 supports (Teachers and IAs), ESE Teachers, Literacy Coach, and Administration. Through our GLTs, we will focus on the following influences on student achievement from John Hattie's work: Teacher Clarity - 0.75 effect size Teacher Estimates of Achievement: 1.44 ES Comprehensive instructional programs for teachers - 0.72 ES Scaffolding - 0.58 ES
Rationale for Evidence-based Strategy:	Working in our Grade Level Teams, taking a PLC Approach, our leadership team is utilizing research from Amplify You Impact: Coaching Collaborative Teams in PLCs at Work. "High achieving schools build a school environment where working together to solve problems and to learn from each other become cultural norms." {Westwood 2000 Teachers who learn, kids who achieve; A look at schools with model professional development} "The likelihood of using new learning and sharing responsibility rises when colleagues guided by a coach, work together and hold each other accountable for improved teaching and learning." {Annenberg Institute for School Reform, 2004}

Action Steps to Implement

1) 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.

Person Responsible	Christy Meraz (meraz.christy@brevardschools.org)

2) 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.

Person Responsible	Christy Meraz (meraz.christy@brevardschools.org)

#5. -- Select below -- specifically relating to
Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

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.

Attendance: Early warning system data identified a trend with primary students missing excessive days of school. Teacher will consistently monitor attendance percentages, follow the truancy protocols, and increase communication with parents.

Science Proficiency - Teachers will increase science scores by integrating science content into the ELA Block, providing high-quality hands on experience, implementing PENDA, and continuing to monitor student progress. Data reviewed by the 5th Grade Team will be shared with administration. Administration will observe and provide feedback on science instruction.

Students with Disabilities - According to our ESSA data (2019), students with disabilities are a very low performing group. Proficiency is under 20%, however learning gains are considerably higher. Teachers will be tracking students and the supports they receive to ensure all students are successful.
We are hoping to see an increase in proficiency. Through a targeted approach of high quality standards-aligned instruction and targeted intervention, we will continually increase our proficiency. In addition, our self-contained varying exceptionalities classes are utilizing a streamlined curriculum that allows for small group instruction flexibility to support the multi-grade classes.

Behavior:
Referrals 2021: 299 Total
SESIR 2021;
BUL - Total Events: 7
OMC - Total Events: 1
SXH - Total Events: 1
TBS - Total Events: 3
UBL- Total Events: 8
Total Number of Events = 20
Action Steps:
Schoolwide training- Conscious Discipline:
Key Outcomes:
Decrease Discipline Referrals: Conscious Discipline's methods of teaching pro-social skills in a safe, connected environment reap tangible results. As children learn to regulate emotions and manage conflicts, schools see significant decreases in problem behaviors and discipline referrals.
Increase Academic Achievement: The connection that is central to Conscious Discipline's methodology creates willingness, while increased social-emotional skills mean less time devoted to behavior issues. More willingness plus more teaching time results in soaring academics.
Improve School Culture: Educators want workplaces with high rates of collegiality and support, and students want schools with a caring, positive climate.
Healthier Social-Emotional Skill Sets: Social-emotional skills like self-regulation are better predictors of life success than any other factor.
PBIS incentives will be implemented school-wide to encourage positive behaviors.

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.

During the 2020-2021 school year, students in Grades 3rd-6th participated in the YouthTruth Survey. The survey results identified the following as the highest ranked areas for Fairglen: Engagement (37%), Relationships (28%), and Instructional Methods (10%). Students indicated that the biggest area of growth was Culture (33%). The highest rated question for Fariglen was, "Do students behave well in your class?" The lowest ranked question was, "Does your class stay busy and not waste time?"
Action Steps:
1) PBIS Incentives
2) Reward positive behaviors
3) Informal Surveys throughout the school year
4) Title 1 Events (Following Covid-19 Protocols)
5) Conscious Discipline - School Family Activities to Unite, Disengage Stress, Connect, and Commit

Teachers were asked to complete the Teacher Insight Survey in January 2021. This survey gives leaders feedback into how teachers view various aspects of the school. Highly rated areas included Learning Environment, Retention, and Instructional Planning for Student Growth. Teachers indicated: My school is a good place to teach and learn (80%) and School leaders promote a safe and productive learning environment in my school (86%). Both Student and Teacher Surveys indicated the need to improve behaviors impeding the learning environment.
Action Steps:
1) Team-Building (Following Covid-19 Protocols)
2) Conscious Discipline - School Family Activities to Unite, Disengage Stress, Connect, and Commit

Parents are asked to provide the school input multiple times throughout the school year. We survey parents concerning Title 1 Events, preferred methods of communication, and other essential feedback areas. In the Parent Survey, parents/guardians still indicated that they would prefer paper copies of information to be sent home (90.19%). 88.73% stated that Fairglen Elementary has shown to be a welcoming environment. Family Fun Nights were also highly rated on the feedback survey. We continue to seek to improve our home to school partnership.
Action Steps:
1) Monthly Newsletter
2) Informal Surveys throughout the school year
3) Title 1 Events (Following Covid-19 Protocols)
4) Conscious Discipline - School Family Activities to Unite, Disengage Stress, Connect, and Commit

Monthly School Advisory Council Meetings are advertised through Blackboard (text email, and push notification) as well as on our school website and Facebook page. We are constantly seeking parents and community members to join SAC to assist us with the decision making process. School data is shared with SAC at least three times a year, typically as students finish iReady Diagnostic Testing. The school advisory council reviews parent concerns, safety issues, and academic and behavior supports.

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

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

Staff: Conscious Discipline; PBIS, Relationship Building; Accountability; Attend Events (Following Covid-19 Protocols
Students: Accountability; Adhering to Be Safe, Be Kind, and Work Hard (School-Wide Expectations); Attend Events (Following Covid-19 Protocols
Parents/Guardians: Attend Events (Following Covid-19 Protocols); Supporting School-Wide Expectations; Attending Events; Accountability - child to school daily
Business Partner/Community Members: Attend Events (Following Covid-19 Protocols); Providing PBIS Incentives and Support for Staff, Students, and Parents
Eckerd Youth: Prevention Strategies/Promote positive relationships and social/emotional support

Continue to promote a clear code of conduct for students (set high expectations; procedures)
Implement evidence-based alternatives to exclusionary discipline (examples: Conscious Discipline, Restorative Practices and Positive Behavioral Supports)
Provide ongoing training and feedback to teachers on implementing these approaches

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: Culture & Environment: Discipline	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
5	III.A.	Areas of Focus: -- Select below --:	$0.00
		Total:	$0.00