

Brevard Public Schools

Croton Elementary School



2021-22 Schoolwide Improvement Plan

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Croton Elementary School

1449 CROTON RD, Melbourne, FL 32935

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

Demographics

Principal: Roseann Bennett M

Start Date for this Principal: 7/1/2011

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 (53%) 2017-18: C (49%) 2016-17: B (59%)
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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Croton Elementary School

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<http://www.croton.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	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

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

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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.

Empower every student to succeed. (Continued/Approved August 2021)

Provide the school's vision statement.

An inclusive community of respectful, responsible, and educated citizens. (Revised/ Approved 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
Bennett, Roseann	Principal	<p>Dr. Bennett is the principal of Croton Elementary and ensures that quality instruction and student safety are occurring at the school on a daily basis. She allocates human and material resources on campus to the greatest advantage in the service to students.</p> <p>Responsibilities include School Leadership Team, Progress Monitoring, Data collection, ESSA subgroup data identification, instructional coaching, professional development, student conferencing, Classroom Walkthroughs, meet with SAC, other stakeholder groups, and participation in Family and Community Engagement activities.</p>
Pepin , Nicole	Assistant Principal	<p>Mrs. Pepin is the assistant principal at Croton Elementary. She demonstrates communication skills, interpersonal skills and abilities and knowledge of curriculum. Mrs. Pepin shows evidence of effective decision-making skills and management skills.</p> <p>Responsibilities include Discipline data and intervention, professional development, instructional coaching, school leadership team, and student conferences.</p>
Kuntz-Murphy, Alicia	Reading Coach	<p>Mrs. Kuntz-Murphy serves as a resource of professional development, progress monitoring, and student data analysis throughout Croton to generate improvement in reading instruction and achievement. Part of her role includes utilizing the Coaching Cycle to support improvement in teacher's instructional craft.</p> <p>Mrs. Kuntz-Murphy is Croton's PBIS Coach, on the School Based Leadership Team, offers intervention assistance and instructional design.</p>
Jones, Patricia	Teacher, K-12	<p>Mrs. Jones has knowledge of curriculum and child development. She supports teachers with instruction and intervention in both reading and math.</p> <p>Mrs. Jones is our Title I coordinator. She plans and organizes all school-wide events for Family and Community Engagement. Mrs. Jones also insures our Title I program is in compliance. She works diligently with the principal on the Title I budget and framework.</p>
Schollmeyer, Diana	Teacher, K-12	<p>Mrs. Schollmeyer is the Title I science teacher. She oversees research of various programs and instruction related to science to ensure quality teaching is taking place in grades K-6 following the 5E instructional model.</p> <p>Mrs. Schollmeyer models science instruction to allow teachers to grow in their concept knowledge. Mrs. Schollmeyer tracks student data from the Brevard Public Schools Science Summative Assessments.</p>

Name	Position Title	Job Duties and Responsibilities
Luznar, Gayle	Teacher, K-12	Mrs. Luznar is a teacher leader, specifically with math instruction. She supports teachers with implementing the Eureka Math program and other instructional resources related to math to ensure quality teaching is taking place in grades K-6. Mrs. Luznar models math instruction to allow teachers to grow in their concept knowledge. Mrs. Luznar tracks student data from the mid-Module and End of Module Assessments.
Hitchcock, Amanda	Teacher, ESE	As an ESE teacher, Mrs. Hitchcock works closely with all teachers and staff on inclusive practices and data tracking for students. She is a member of our BPIE team, the school's MTSS facilitator, and a collaborator between general education teachers/ students and ESE teachers/ students. Mrs. Hitchcock is our SAC Chair.

Demographic Information

Principal start date

Friday 7/1/2011, Roseann Bennett M

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

1

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

8

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

485

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

11

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

10

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	72	76	64	68	62	63	65	0	0	0	0	0	0	470
Attendance below 90 percent	10	20	13	11	12	11	11	0	0	0	0	0	0	88
One or more suspensions	2	6	4	1	2	4	8	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	1	6	6	7	0	0	0	0	0	0	20
Course failure in Math	0	0	0	0	5	8	8	0	0	0	0	0	0	21
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	3	13	7	6	6	8	4	0	0	0	0	0	0	47
LEVEL 1 ON 2021 FSA ELA	0	0	0	1	7	17	11	0	0	0	0	0	0	36
LEVEL 1 ON 2021 FSA MATH	0	0	0	1	8	16	13	0	0	0	0	0	0	38

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	6	4	1	8	17	17	0	0	0	0	0	0	55

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	6	4	3	1	0	0	0	0	0	0	0	16
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

Thursday 6/10/2021

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	73	73	63	63	66	65	64	0	0	0	0	0	0	467
Attendance below 90 percent	2	14	12	4	6	6	12	0	0	0	0	0	0	56
One or more suspensions	0	5	0	0	1	2	4	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	6	18	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	11	0	0	0	0	0	0	18

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	3	3	15	0	0	0	0	0	0	21

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	2	8	5	3	1	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	1	4	0	0	0	0	0	0	5

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	73	73	63	63	66	65	64	0	0	0	0	0	0	467
Attendance below 90 percent	2	14	12	4	6	6	12	0	0	0	0	0	0	56
One or more suspensions	0	5	0	0	1	2	4	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	6	18	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	11	0	0	0	0	0	0	18

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	3	3	15	0	0	0	0	0	0	21

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	2	8	5	3	1	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	1	4	0	0	0	0	0	0	5

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				56%	62%	57%	51%	60%	56%
ELA Learning Gains				56%	60%	58%	53%	54%	55%
ELA Lowest 25th Percentile				64%	57%	53%	38%	46%	48%
Math Achievement				64%	63%	63%	58%	62%	62%
Math Learning Gains				55%	65%	62%	52%	59%	59%
Math Lowest 25th Percentile				43%	53%	51%	45%	49%	47%
Science Achievement				36%	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	65%	64%	1%	58%	7%
Cohort Comparison						
04	2021					
	2019	55%	61%	-6%	58%	-3%
Cohort Comparison		-65%				
05	2021					
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-55%				
06	2021					
	2019	55%	60%	-5%	54%	1%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	61%	13%	62%	12%
Cohort Comparison						
04	2021					
	2019	68%	64%	4%	64%	4%
Cohort Comparison		-74%				
05	2021					
	2019	48%	60%	-12%	60%	-12%
Cohort Comparison		-68%				
06	2021					
	2019	58%	67%	-9%	55%	3%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	56%	-21%	53%	-18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Progress Monitoring tool utilized for each grade level in ELA and Math is i-Ready. The Science scores for 5th grade are based on the district summative assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/9	14/21	28/42
	Economically Disadvantaged	2/3	7/10	16/24
	Students With Disabilities	2/3	2/3	5/8
	English Language Learners	0/0	0/0	1/2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/10	13/19	21/31
	Economically Disadvantaged	5/7	7/10	12/18
	Students With Disabilities	2/3	3/4	4/6
	English Language Learners	0/0	1/2	2/3

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3/5	8/12	16/28
	Economically Disadvantaged	1/2	6/10	10/17
	Students With Disabilities	1/2	3/5	5/9
	English Language Learners	0/0	0/0	1/2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/4	7/12	14/25
	Economically Disadvantaged	2/4	5/9	9/16
	Students With Disabilities	0/0	0/0	1/2
	English Language Learners	0/0	0/0	1/2
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2/3	3/5	8/13
	Economically Disadvantaged	1/2	2/3	7/11
	Students With Disabilities	1/2	1/2	1/2
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/0	10/16	16/26
	Economically Disadvantaged	0/0	6/10	11/18
	Students With Disabilities	0/0	4/7	7/11
	English Language Learners	0/0	0/0	1/2
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6/11	19/33	30/53
	Economically Disadvantaged	3/5	12/21	18/32
	Students With Disabilities	0/0	1/2	2/4
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/0	5/9	25/44
	Economically Disadvantaged	0/0	1/2	12/21
	Students With Disabilities	0/0	0/0	3/5
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/19	17/29	25/43
	Economically Disadvantaged	7/12	14/24	19/33
	Students With Disabilities	2/3	1/2	2/3
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/5	4/7	20/34
	Economically Disadvantaged	1/2	3/5	15/26
	Students With Disabilities	0/0	0/0	2/3
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	73%	68%	71%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/23	12/21	21/37
	Economically Disadvantaged	8/14	8/14	15/26
	Students With Disabilities	0/0	2/4	3/5
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/7	8/14	15/26
	Economically Disadvantaged	2/4	3/5	7/12
	Students With Disabilities	1/2	0/0	1/2
	English Language Learners	0/0	0/0	1/2
	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/7	8/14	15/26

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	25	50	61	35	21	16	15				
ELL	40	64		45	36						
BLK	30	80		29	9						
HSP	53	62		62	35		70				
MUL	71	73		67	18						
WHT	58	51	53	65	39	24	52				
FRL	46	55	56	53	30	19	48				
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	32	42	48	44	42	21	6				
ELL	48	75		48	65	36					
BLK	39	50		50	45						
HSP	56	64	80	54	58	58	29				
MUL	69			56							
WHT	57	53	58	70	53	27	38				
FRL	53	60	68	61	59	47	35				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	38	26	44	55	33					
ELL	38	40		59	50						

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
BLK	33	56		36	47						
HSP	43	64	69	52	47	50	21				
MUL	44	50		31	42						
WHT	56	52	24	64	54	46	55				
FRL	46	48	32	55	49	37	35				

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	37
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	57
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	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	49
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	46
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?

State Assessment data show a decline in four out of seven performance areas. Although our ELA scores of Level 3 and above are below the district average, our percentage of learning gains for the lowest 25% is highest with 66%. Our math scores are in direct contrast, outperforming the district with levels 3 and above (except 6th grade), yet our percentage of learning gains for the lowest 25% is 21%. Our fifth grade students showed improved in ELA, math, and science proficiency. Our ELA proficiency scores in fourth grade dropped from 55% to 48% and in 6th grade from 55% to 45%, identifying Croton as a RAISE school.

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

Croton Elementary showed the lowest performance in learning gains of the lowest 25% in math on the statewide assessments during the Spring 2021 testing administration. Croton had an overall percentage of twenty-one percent of students earning a gain which is loss of twenty-five percentage points when compared to the previous school testing year (2018-2019). Upon reflection, we concluded that we did not fully focus on collaborative planning, Eureka Math coherence, or Best Practices for Inclusive Education (BPIE).

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 included a lack of coherence with Eureka Math implementation. In general, our lowest 25% of students are part of our ESE population and we were short staffed in that role for a majority of the school year. Some students receiving in person instruction while others were eLearning also contributed to this. We will be sure to implement Eureka Math with fidelity across grade levels and collaboratively plan using best practices for inclusive education.

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

The data component that showed the most improvement was 5th grade Science. There was an increase of students scoring level three and above from 35% to 54% on the state assessment. Croton students consistently scored within three percentage points of the district average.

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

Contributing factors to the improvement included keeping Science as a focus area, using Title I funds to pay for a science teacher, and more hands-on opportunities for students.

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

During core ELA instruction, teachers will scaffold and outside of core ELA instruction, intervention will be provided to target instruction on skills to close learning gaps. Standards will remain a priority as we build academic vocabulary across content areas.

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.

Professional development will be on the BEST (ELA) and MAFS (Math) standards. It will include workshops with the new reading series, standard focus boards, and data analysis for specific skill gaps. In addition, teachers will be provided professional development with i-Ready to include utilization of standards-aligned resources, small group instruction, and monitoring sub-group progress.

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

Additional services implemented include a greater focus on social/emotional learning to include conscious discipline. We will also strengthen the home-school connection by increasing communication.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

In 2020-2021 Croton showed growth in learning gains in ELA scores for the lowest twenty-five percent due to its structured reading program and interventions. Croton will maintain this focus in the area of reading so we continue to see steady gains. Literacy encompasses both reading and writing. The writing component of our ELA scores will be addressed in order to provide an overall score increase. Our implementation of the Expanding Expression Tool throughout all Areas of Focus will be enhanced through the use of evidence-researched programs that provide curriculum, materials, and supports for both students and teachers.

Area of Focus Description and Rationale:

55% of students at Croton are proficient in ELA based on 2021 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. High-quality reading instruction requires that teachers understand more than simply what to teach. 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.

SY 20-21 FSA ELA data show two grade levels with 50 percent scoring below proficiency (3+).

Fourth grade- 48% students performing at proficiency compared to the district average 58% and the state average 52%

Sixth grade- 45% students performing at proficiency compared to the district average 62% and the state average 52%

Measurable Outcome:

ELA proficiency will increase based on 2022 FSA ELA assessments in fourth grade from 48% to 52% and sixth grade from 45% to 52%

Croton will improve the overall ELA proficiency from sixty-six percent to seventy percent. In addition, at least seventy percent of our students will achieve their typical growth as measured by i-Ready at the end of the year.

Ongoing performance monitoring will take place through the following measures

Monitoring:

*i-Ready Diagnostic growth (three times yearly) in Reading

*i-Ready Standards Mastery Assessments in 2nd to 6th grade

Person responsible for monitoring outcome:

Alicia Kuntz-Murphy (kuntz-murphy.alicia@brevardschools.org)

Evidence-based Strategy:

Croton Elementary will continue to use the Multi-Tiered System of Support (MTSS) to track student performance in reading skills. In addition, Croton will continue the walk to intervention model to support students who are struggling with their reading development. Croton Elementary will promote more inclusion opportunities for students with disabilities through ELA in general education classrooms. We will utilize the i-Ready program to monitor student progress with ELA standards. Overall Tier I ELA performance will improve through implementation of the following small group instruction and BEST Standards or Standards Aligned Instruction.

Rationale for

Croton will continue to utilize the i-Ready program to support student work with the ELA standards. The utilization of i-Ready will provide an opportunity to assess, monitor,

Evidence-based Strategy:

intervene, and accelerate to assist with student success. The MTSS and walk to intervention models will continue to be implemented so that students who are struggling can bridge or close the gaps in their reading performance. Continuing this model at Croton, students will improve ELA proficiency. By providing students with disabilities inclusive opportunities, they will have greater access to instruction with their general education peers. i-Ready resources will include the student's path determined by the diagnostics, Teacher Toolbox that provides lesson plans where a gap exists in reading components, and analyzing the Standards Mastery assessments (grades 2-6).

Action Steps to Implement

1. (T) All teachers will collaborate at minimum twice month to plan literacy instruction, and build understanding in the ELA block using rigorous text, literacy strategies, focusing on intervention and the lowest twenty-five percent.
2. (T) All teachers, Title I personnel, and administration will meet to monitor literacy data, problem solve and plan intervention for students in the lowest twenty-five percent.
3. (T) Administration will provide professional development for all teachers related to Standards Focus Boards, Components of Literacy, i-Ready, and MTSS process.
4. (T) Administration will provide collaborative opportunities for teachers to work quarterly with grade levels to prepare and plan standards aligned instruction based on data with the Literacy Coach and include ESE.
5. Students will complete standards aligned literacy activities.
6. (T) Students will utilize Expanding Expressions Tools and Thinking Maps to build literacy skills.
7. Teachers, administrators, and parents will review student progress with literacy.

Person**Responsible**

Alicia Kuntz-Murphy (kuntz-murphy.alicia@brevardschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Based on 2020-2021 FSA Math data, it is of note that the percentage of students achieving Learning Gains and Learning Gains of the lowest twenty-five percent had the largest decrease in scores. Specifically, our scores on the Learning Gains in Math went from 54% to 33% (21% decrease) and our Learning Gains of the lowest 25% went from 46% to 21% (25% decrease).
Measurable Outcome:	<p>Even though grade level proficiency levels for grades 3rd-5th were above both the district and state average, the decrease in learning gains needs to be addressed. Based on this data, our goal remains to increase from thirty-three percent of learning gains to forty-five percent and 21% of the Learning Gains of the Lowest 25% to thirty-five percent during the Spring 2022 school administration of the Florida Standards Math Assessment. In addition, Furthermore, our i-Ready Diagnostic indicated 31% of students (111 students) in grades 1-6 were on level (green). Our goals are to have 70% of students (251 students) reach their typical growth and increase the number of students achieving on grade level performance (green) to 50% (180 students).</p> <p>Ongoing performance monitoring will take place through the following measures</p>
Monitoring:	<p>*i-Ready Diagnostic growth (three times yearly) in Math</p> <p>*Eureka Math end of Module Assessments</p>
Person responsible for monitoring outcome:	Gayle Luznar (luznar.gayle@brevardschools.org)
Evidence-based Strategy:	Teachers in each grade level will implement the Eureka Math program with fidelity to ensure mastery of the grade level standards and the mathematical shifts. In addition, teachers will utilize the i-Ready reports available on prerequisite materials for small group instruction, remediation, and/or acceleration and intervention. Croton Elementary will continue to promote more inclusion opportunities for students with disabilities through Math in general education classrooms.
Rationale for Evidence-based Strategy:	When addressing the Florida Shifts in Mathematics, the use of focus, coherence, and rigor will assist in improving student understanding of math concepts. Data show that Croton's third grade students from the 2020-2021 school year that used Eureka Math the four previous years, scored at sixty-seven percent level three and above and surpassed the district average by thirteen percent and the state average by sixteen percent. By providing all students, including those with disabilities, the opportunity of a least restrictive environment, this student population will be exposed to grade level content with their on grade level peers.

Action Steps to Implement

1. (T) All teachers will collaborate at least twice a month using Eureka Math curriculum, including the BPS Eureka Pacing and Sequence guide.
2. (T) All teachers Title I personnel, and administration will meet to monitor data from results of Eureka Exit Slips, Mid and End of Module Assessments, and i-Ready Math Diagnostics.
3. (T) Administration will provide professional development for teachers related to Eureka Math and i-Ready.
4. (T) Administration will provide collaborative planning opportunities for teachers to work with grade level and ESE teams to prepare and plan standards aligned instruction based on student data.
5. Students will complete all components of Eureka Math to promote balanced and rigorous instruction content.
6. Students will utilize the Expanding Expressions Tool and Thinking Maps to build

Mathematical Practices.

7. Teachers, administrators, and parents will meet to review student progress in Math skills with Eureka and i-Ready data.

Person
Responsible Gayle Luznar (luznar.gayle@brevardschools.org)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

After four years of Croton's scores on the fifth grade statewide Science assessment declining, this year there was 17% increase in proficiency to 52%. We are the same as the district average, and five percentage points above the state average. Croton Elementary has been identified as a school for Targeted Support and Improvement (TS&I) because our students with disabilities subgroup fell below the federal index level of forty-one percent and is currently at thirty-four percent. In Science specifically, the 2018- 2019 SSA data shows that overall Croton had thirty-six percent proficiency, but our students with disabilities had six percent proficiency. During the 2019-2020 school year, Croton implemented professional development on the 5E Model and established a science lab where teachers and students were provided hands on instruction. Based on school wide data during the 2019-2020 school year on the BPS Science Summative Assessments, 29/36 or 81% of scores were at or above the district average. In addition, the scores on the 2020-2021 BPS Science Summative Assessments

Due to this upward trend of data, we are going to continue this focus and still incorporate a science lab for students in grades VPK-6 for the 2021-2022 school year.

In addition, SIP priorities need to include chances for us to improve our attendance rates and academic outcomes (Early Warning Systems indicators) by providing opportunities that students in non-Title I schools may receive. Croton will take the entire school on a field trip to the Brevard Zoo,

Measurable Outcome:

Croton Elementary will Increase its percentage of level three or above in proficiency for the statewide Science assessment during the 2021-2022 school year from fifty-two percent to fifty-five percent (2 students).

100% of classes will complete an after trip activity based on discussions at the zoo. 70% of 3rd-6th grade students will show an improvement from their pre-test to their post-test.

Croton teachers and staff will utilize the Penda Science program that is standards aligned. Data from usage and passage rates will be reviewed and discussed, as will the BPS Science Summative Assessments results.

Monitoring:

Data will be analyzed following the field trip to determine whether student responses are favorable for future plans. Data collected will include class activity sheets (varied by grade level), 3rd-6th grade pre- and post-test. Frequency of data will be once for VPK-2 (after the trip), and twice for 3-6 (before/after the trip).

Person responsible for monitoring outcome:

Diana Schollmeyer (schollmeyer.diana@brevardschools.org)

Evidence-based Strategy:

Teachers at Croton Elementary will implement the 5E Model for Science instruction across each grade level kindergarten through sixth grade. Through the implementation of the 5E model, teachers will work together collaboratively to integrate Science based literacy during the explain phase within the 90-minute reading block and then engage, explore, elaborate and evaluate Science content through hands on inquiry will be addressed in the Science block. In addition, grades VPK-5 will have additional support opportunities weekly for hands-on instruction. Croton Elementary will promote more inclusion opportunities for students with disabilities through Science in general education classrooms and the Science Room.

In- person experiences such as field trips, provide students with experiences that cannot be duplicated from reading a text book or attending a lecture.

**Rationale
for
Evidence-
based
Strategy:**

Croton Elementary chose to make the 5E Model the focus to bring quality Science instruction into its classrooms. Brevard Public Schools has been implementing 5E instruction for the past several years. and the district has created a pacing and sequence guide that follows this model. In addition, the 5E model is considered best practice when teaching Science because it allows students to have an activity before concept or inquiry based approach to help build concept development. By providing students with disabilities with inclusive opportunities, they will have greater access to instruction with their general education peers.

We will include incentives and motivation for student achievement through educational Field Trips that align with academic Areas of Focus.

Action Steps to Implement

1. (T) All teachers will collaborate with the Title I Science teacher quarterly to integrate standards aligned, hands on experiences and labs for students
2. (T) All teachers, Title I personnel, and administration will meet and analyze results of district summative assessments and Penda to monitor student understanding of Florida Science Standards.
3. (T) Administration will provide professional development opportunities for all teachers related to the 5E Model and best practices for Science instruction.
4. (T) Administration will provide collaborative planning opportunities for teachers to work with grade level and ESE teams to prepare and plan standards aligned instruction based on student data.
5. Students will engage, explore, and elaborate Science content and using EET and Thinking Maps to help build Scientific reasoning.
7. Teachers, administrators, and parents will meet to review student progress in Science.
8. (T) All students and staff will attend field trip to the Brevard Zoo.

Person Responsible Diana Schollmeyer (schollmeyer.diana@brevardschools.org)

#4. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus Description and Rationale:**

Data from discipline referrals, threat assessments and bully investigations forms indicate a need for school wide expectations and focus on behavioral interventions. Due to the COVID school closure in the spring of 2019-2020 school year, and the protocols and eLearning during the 2020-2021 school year, it is imperative to focus on the social emotional needs of our students.

In addition, SIP priorities need to include chances for us to improve our attendance rates and academic outcomes (Early Warning Systems indicators) by providing opportunities that students in non-Title I schools may receive. Furthermore, an increase in student motivation for achievement in order to further education beyond high school needs to be initiated.

Measurable Outcome:

By May of 2022 there will be a decrease in student referrals, from 189 to 150. In addition, the use of suspension (in school and out of school) as a Corrective strategy will decrease from 104 days to 75 days. Out of the 189 discipline referrals there were 27 students (14%) who received more than one. We will decrease the number of students that receive multiple referrals to 10%.

Pre-surveys and post-surveys to reflect increased interest and motivation to pursue higher educational opportunities of data will be through survey opportunities. Student responses will indicate that after attending field trips to local college campuses, 80% of students will have an interest in attending post-secondary schools.

Monthly data from behavior referrals and corrective strategies.

Monitoring:

Data will be analyzed following the field trip to determine whether student responses are favorable for future plans.

Person responsible for monitoring outcome:

Nicole Pepin (pepin.nicole@brevardschools.org)

Evidence-based Strategy:

School wide focus on a research based social/emotional education programs such as Sanford Harmony, PBiS, and Conscious Discipline will be implemented. Small Guidance groups for students who are identified as having a need for additional supports will be offered.

In- person experiences such as field trips, provide students with experiences that cannot be duplicated from reading a text book or attending a lecture.

A focus on a systemic school side approach will support a positive school environment. Additionally, the guidance groups will support these specific students.

Rationale for Evidence-based Strategy:

We will include incentives and motivation for student achievement through educational Field Trips that align with academic Areas of Focus, as well as those that provide an experience for education after elementary reinforcing the K-20 (kindergarten to college) continuum. We believe that these experiences allow students to see an example of their future.

Action Steps to Implement

1. Monitoring of student data, behavioral and social emotional data. Implementation of Behavioral data meetings will be each month.
2. Small Guidance groups will be formed with students in need of support in Guidance as well.
3. (T) Administration will provide professional development and materials for teachers related to

Conscience Discipline.

4. (T) Students in 3rd (EFSC), 4th (St. Augustine), 5th (FIT), and 6th (UCF) will attend field trips to local post secondary institutions.

Person Responsible Nicole Pepin (pepin.nicole@brevardschools.org)

Additional Schoolwide Improvement Priorities

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

Although our school incident rating was low, and violent incidents was medium (but only consisted of two), our total number of suspensions is very high. We will focus on the social emotional needs of our students through PBS, Conscious Discipline, and Sanford Harmony.

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.

Croton will build positive relationships with parents, families, and other community stakeholders by providing opportunities for them to be involved in making decisions in regards to our Title I program. We will host an Annual Meeting to offer assistance in understanding the state standards and how families can support Croton students and their achievement. Based on parent survey results, Croton will host several events that will allow families to learn how they can encourage and support their children at home. We will provide information in a format and language that parents can understand and offer information in other languages when feasible. Croton will host a Community Meeting that allows families and community stakeholders the opportunity to evaluate our Title I program and offer feedback for changes. Students are surveyed once a year for their input into school culture. Findings indicate....

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

Croton Elementary hopes to encourage all stakeholders- families, community members, staff, students to participate in meetings, activities, and events by striving to lessen barriers whenever possible. School events are planned on different days of the week and at varying times to accommodate families. Croton

staff and classroom teachers ensure that information sent home is translated for families. Staff members assist with on-site translations when needed, and translating devices are available for use during events, at meetings, and in the front office. Our school has handicapped accessible parking, ramps, and classrooms, and microphones are utilized for the hearing impaired.

Croton Elementary encourages all to be involved in the planning, review, and improvement of our programs by participating in the School Advisory Council (SAC) which plays an active role in our Title I program by joining in reviewing the Comprehensive Needs Assessment (CNA) and developing the Schoolwide Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP).

Additionally, Croton families, staff, community members, and students are provided opportunities to give input throughout the year. We utilize both paper and online surveys (i.e. Parent Survey, Youth Truth, after events, CNA, etc.), as well as in-person and virtual meetings with administration and teachers. These times provide families and community members the chance to come together with us to problem solve and/or enhance the operations of the school. Families are encouraged to attend and participate in the many events and meetings planned for the school year.