

Brevard Public Schools

# Christa Mcauliffe Elementary School



2021-22 Schoolwide Improvement Plan

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# Christa McAuliffe Elementary School

155 DEL MUNDO ST NW, Palm Bay, FL 32907

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

## Demographics

Principal: Victoria Finsted A

Start Date for this Principal: 1/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (60%) 2017-18: C (47%) 2016-17: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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<b>Budget to Support Goals</b>	<b>0</b>

# Christa McAuliffe Elementary School

155 DEL MUNDO ST NW, Palm Bay, FL 32907

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p><b>2020-21 Title I School</b></p> <p style="font-size: 1.2em;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 1.2em;">96%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="font-size: 1.2em;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">53%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		B	B	C

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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.**

Empower students by challenging them to achieve their personal best each day.

**Provide the school's vision statement.**

To attain excellence by encouraging responsible, independent lifelong learners.

### 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
Finsted, Victoria	Principal	As a member of the leadership team, I work with my team to collaboratively plan to ensure student and staff needs are consistently met. As part of the planning process, we meet weekly to review student achievement data, behavior data, attendance data and to plan for upcoming projects and or initiatives.
Meyer, Cristina	Assistant Principal	As a member of the leadership team, I work with my team to collaboratively plan to ensure student and staff needs are consistently met. As part of the planning process, we meet weekly to review student achievement data, behavior data, attendance data and to plan for upcoming projects and or initiatives. Additionally, as the Assistant Principal I work closely with the staff to address curriculum needs and to provide support with lesson planning processes.
Mucha, Glenda	Reading Coach	As a member of the leadership team I provide literacy support to the classroom teachers and students at Christa McAuliffe. I work with the leadership team to analyze student achievement data and to develop necessary interventions to improve student achievement. Additionally, I attend MTSS and IPST meetings to recommend strategies that will support individual student needs while also providing coaching and modeling of lessons that will strengthen instruction in the classroom for all students.
Marshall, Josena	Teacher, K-12	As a member of the leadership team, I work closely with the team to monitor student achievement, to identify strengths and weaknesses, and to plan for ways to provide both teachers and students with instructional support. I provide direct instruction to students in grades 4-6 during intervention blocks, and I create schedules for the Title I assistants to provide needed support in the classroom.
Belfatto, Lisa	School Counselor	As a member of the leadership team I work with all students to provide social and emotional supports. Additionally I am the MTSS/IPST facilitator for the school. In this role I meet weekly with teachers to identify student needs and to monitor the supports that are put in place for each.
Redito, Mary	School Counselor	As a member of the leadership team I work with all students to provide social and emotional supports. I provide character building lessons to the primary students on a weekly basis. Additionally, I monitor the student attendance for the school and the instructional support provided for our limited English speaking population.

### Demographic Information

#### Principal start date

Thursday 1/1/2015, Victoria Finsted 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.*

8

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

7

**Total number of teacher positions allocated to the school**

52

**Total number of students enrolled at the school**

627

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

5

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

4

**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	86	88	84	81	92	80	106	0	0	0	0	0	0	617
Attendance below 90 percent	13	15	5	12	10	4	21	0	0	0	0	0	0	80
One or more suspensions	0	1	4	1	0	0	4	0	0	0	0	0	0	10
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	2	8	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	13	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
LEVEL 1 ON 2021 FSA ELA	0	0	0	4	11	10	16	0	0	0	0	0	0	41
LEVEL 1 ON 2021 FSA MATH	0	0	0	4	21	15	27	0	0	0	0	0	0	67

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	4	1	4	9	7	22	0	0	0	0	0	0	47
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**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	9	7	5	4	1	2	0	0	0	0	0	0	0	28
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Students retained two or more times	1	1	0	0	0	0	1	0	0	0	0	0	0	3
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**Date this data was collected or last updated**

Thursday 9/2/2021

**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	91	77	77	97	85	106	94	0	0	0	0	0	0	627
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Attendance below 90 percent	4	5	4	4	2	4	6	0	0	0	0	0	0	29
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One or more suspensions	0	1	2	4	1	6	6	0	0	0	0	0	0	20
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Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	12	13	0	0	0	0	0	0	26
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Level 1 on 2019 statewide Math assessment	0	0	0	0	1	15	11	0	0	0	0	0	0	27
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**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	1	12	10	0	0	0	0	0	0	23
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**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	8	7	5	4	0	2	1	0	0	0	0	0	0	27
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Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1
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**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	95	85	81	105	86	110	101	0	0	0	0	0	0	663
Attendance below 90 percent	15	10	9	14	5	23	24	0	0	0	0	0	0	100
One or more suspensions	0	5	1	1	0	5	7	0	0	0	0	0	0	19
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	12	14	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	17	14	0	0	0	0	0	0	32

**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	1	14	11	0	0	0	0	0	0	26

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	7	5	4	0	2	1	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**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				60%	62%	57%	53%	60%	56%
ELA Learning Gains				62%	60%	58%	45%	54%	55%
ELA Lowest 25th Percentile				54%	57%	53%	38%	46%	48%
Math Achievement				66%	63%	63%	58%	62%	62%
Math Learning Gains				71%	65%	62%	50%	59%	59%
Math Lowest 25th Percentile				57%	53%	51%	38%	49%	47%
Science Achievement				48%	57%	53%	49%	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	64%	64%	0%	58%	6%
Cohort Comparison						
04	2021					
	2019	69%	61%	8%	58%	11%
Cohort Comparison		-64%				
05	2021					
	2019	49%	60%	-11%	56%	-7%
Cohort Comparison		-69%				
06	2021					
	2019	54%	60%	-6%	54%	0%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	61%	6%	62%	5%
Cohort Comparison						
04	2021					
	2019	79%	64%	15%	64%	15%
Cohort Comparison		-67%				
05	2021					
	2019	54%	60%	-6%	60%	-6%
Cohort Comparison		-79%				
06	2021					
	2019	62%	67%	-5%	55%	7%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	45%	56%	-11%	53%	-8%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

iReady Diagnostic data was used as the progress monitoring tool for the data below.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28/36%	34/41%	63/73%
	Economically Disadvantaged	20/34%	35/40%	46/73%
	Students With Disabilities	3/27%	6/50%	8/67%
	English Language Learners	0/0%	0/0%	1/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/21%	26/32%	52/60%
	Economically Disadvantaged	13/22%	17/27%	35/56%
	Students With Disabilities	3/27%	6/50%	7/58%
	English Language Learners	0/0%	0/0%	2/100%
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22/28%	32/40%	52/64%
	Economically Disadvantaged	12/22%	19/35%	34/62%
	Students With Disabilities	2/11%	1/1%	10/53%
	English Language Learners	1/100%	0/0%	1/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/1%	11/14%	28/35%
	Economically Disadvantaged	1/2%	7/13%	17/31%
	Students With Disabilities	1/1%	4/21%	7/37%
	English Language Learners	0/0%	0/0%	1/50%
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57/56%	79/77%	83/79%
	Economically Disadvantaged	40/56%	53/74%	55/76%
	Students With Disabilities	11/42%	16/62%	19/70%
	English Language Learners	0/0%	1/17%	1/17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/17%	34/34%	59/56%
	Economically Disadvantaged	11/15%	19/27%	25/49%
	Students With Disabilities	3/12%	5/19%	9/33%
	English Language Learners	1/20%	0/0%	1/17%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/32%	39/46%	52/60%
	Economically Disadvantaged	19/29%	28/43%	35/54%
	Students With Disabilities	3/13%	5/22%	8/35%
	English Language Learners	0/0%	1/25%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/14%	26/31%	49/57%
	Economically Disadvantaged	7/11%	17/26%	34/52%
	Students With Disabilities	2/9%	6/26%	11/48%
	English Language Learners	0/0%	1/25%	1/25%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42/40%	48/47%	62/57%
	Economically Disadvantaged	31/38%	34/43%	44/54%
	Students With Disabilities	5/19%	8/31%	5/20%
	English Language Learners	2/29%	2/29%	1/14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38/37%	52/49%	58/53%
	Economically Disadvantaged	26/33%	37/45%	39/47%
	Students With Disabilities	2/8%	7/27%	7/27%
	English Language Learners	0/0%	0/0%	1/13%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39/44%	45/48%	48/50%
	Economically Disadvantaged	21/34%	25/40%	27/43%
	Students With Disabilities	4/18%	7/30%	4/18%
	English Language Learners	0/0%	1/50%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30/34%	40/44%	49/54%
	Economically Disadvantaged	14/23%	21/34%	26/42%
	Students With Disabilities	3/14%	6/26%	7/32%
	English Language Learners	0/0%	0/0%	1/50%
	Number/% Proficiency	Fall	Winter	Spring

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	29	43	43	38	55	61	17				
ELL	29	42		35	39		10				
BLK	41	43	36	35	31		24				
HSP	53	43	62	54	47	46	18				
MUL	53	41		39	29		70				
WHT	62	60	56	71	53	67	71				
FRL	51	53	50	50	46	56	43				
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	48	43	46	62	57	24				
ELL	39	52		65	69		18				
BLK	51	56	57	55	69	60	34				
HSP	60	68	50	66	67	33	40				
MUL	74	56		69	72		73				
WHT	63	64	49	68	73	67	57				
FRL	56	59	52	60	68	54	44				
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	20	34	32	34	41	37	13				
ELL	45	65	60	58	56	20					
BLK	43	38	36	53	50	42	41				
HSP	58	43	31	60	50	32	33				
MUL	73	59		63	39						
WHT	54	47	42	58	52	41	57				
FRL	49	43	39	54	47	35	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	52
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	56
Total Points Earned for the Federal Index	412



<b>ESSA Federal Index</b>	
Total Components for the Federal Index	8
Percent Tested	98%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
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	50
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?**

Based on the analysis of all FSA and district diagnostic data, we have discovered that across all grade levels there has been a decline in math. Math achievement has shown a decline across all grade levels since the 2019-20 school year.

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

Math and Science instruction continue to be an area of focus for McAuliffe. Diagnostic data accompanied by state FSA data evidence that intentional math and science instruction should be a focus for not only student increase of proficiency, but also individual student growth.

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

The biggest contributing factor to the math decline would be the move to eLearning for over half of our student population last year. Students opted to learn from home during the pandemic and often times didn't attend on a consistent basis. This year with students back on campus for in-person learning, we intend to provide individualized supports to help with the remediation of skills and concepts that were lost last year while learning from home.

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

Our data evidenced that students learning in brick and mortar classrooms showed significant growth over those who were eLearning from home last year. In classrooms that had all student in -person learning, we found that on average their students outperformed those students learning in either a hybrid or eLearning classrooms

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

In person instruction allowed for the classroom teachers immediately respond to misconceptions, redirect off task behavior, and provide feedback in a timely manner.

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

Consistent Tier I instruction and tiered supports throughout the content areas will support individual growth for all students. We will be utilizing Title I assistants to support the teachers with instruction in ELA and Math. Additionally, we will be allocating academic support program funds to support hiring two reading endorsed, certified teachers to work part-time during the school day remediating students in grades 3-5.

**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.**

Curriculum Associates will be providing iReady training this year to assist teaches with data disaggregation, instructional planning, and conferencing strategies. Additionally, our school will be attending SEL trainings throughout the year that will focus on providing strategies that will support on-task instructional time and positive classroom culture.

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

Additional services:

Academic Support Program small group interventions for students during and after the school day  
Character education lessons provided through the guidance team during activity periods  
Title I academic support services throughout the school day for both reading and math

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Based on our ESSA data we will need to increase our focus on the achievement of our Black and ELL subgroups. Our students with disabilities, Hispanic population and White students all evidenced an increase in their ELA learning gains, however their level of proficiency also declined. Our overall 2021 ELA proficiency averages for grades 3-6 were below that of the district with the exception of our 5th grade students scoring 60% proficiency and the district average being 59%.
<b>Measurable Outcome:</b>	Based on our analysis of achievement data, and calculations of needed growth to increase our school grade and success for our students, we will increase the percent of proficiency from 55% to 60%. Our learning gains will increase from 52% to 65% and the gains of our lowest quartile from 51% to 57%. Additionally, we will increase our federal index of both our Black and ELL population to 45%
<b>Monitoring:</b>	Outcomes will be measured using the following assessments, guided by the Decision Tree: Oral running records, PSI, PASI, Iready Diagnostics, required Benchmark assessments, and FSA. Educators will also use various formative assessments on an as needed basis. They will consult bi-weekly with the leadership team to discuss data and plan further data-driven instruction accordingly. The bottom quartile will specifically be monitored to ensure that they continue to make gains toward proficiency. Strategies on how to increase learning gains specific to FSA will be discussed starting in January of 2021 during bi-weekly grade level meetings/data talks.
<b>Person responsible for monitoring outcome:</b>	Victoria Finsted (finsted.victoria@brevardschools.org)
<b>Evidence-based Strategy:</b>	Teachers will collaboratively plan ELA instruction by utilizing BPS created unit plans, analysis sheets, new BEST standards and Benchmark curriculum, and best Practices in Literacy Instruction K-12. Teachers will use BEST standards and the new Benchmark curriculum (K-5) which is aligned with the science of reading. Sixth grade teachers will use the new Savvas My Perspectives curriculum. Teachers will ensure that their students have opportunities to engage with text at or above their level and respond to higher order questions that require them to manipulate the text and will use Science of Reading research and Iready to fill in gaps in instruction driven by the data. Small group instruction will be utilized regularly to differentiate instruction in Tiers 2 and 3 using the 21/22 Decision Tree as a guide, and to accelerate instruction in Tier 1 using the 21/22 Benchmark/Savaas curriculum.
<b>Rationale for Evidence-based Strategy:</b>	Students need regular opportunities to engage with complex text and rigorous tasks. They also need a strong foundation and need reading gaps filled in as early as possible. Instructional practices need to target and support all learners. Collaborative planning sessions with the the Literacy Coach will serve as a platform for determining the needs and methods as evidenced by achievement data. BEST standards, Science of Reading research, and data will drive instruction.

**Action Steps to Implement**

1. Teachers will use the district created unit plans along with the TRS and analysis sheets to drive instruction.
2. Teachers will provide writing instruction utilizing the school wide rubrics, Write Score lessons (T) and new curriculum assessments and instruction.
3. Teachers will provide small group reading support designed around i-Ready diagnostic and curriculum

- assessments and instruction. (T) Practice will be provided through small group instruction using I-Ready and curriculum guidance. (T)
4. Purchase technology devices . (T)
  6. Provide ELA interventions by the interventionist and instructional assistants allocated through Title I.
  7. Title I funds 50% of the Literacy Coach. (T)
  8. Purchase Accelerated Reader, Education Galaxy, i-Ready, Write Score, Raz-Kids, and Brain Pop in addition to incentives for students attaining predetermined goals. (T)
  10. Strategic, collaborative on-going planning with the Literacy Coach, Title I personnel and ELL instructional assistants.
  11. Hold bi-weekly data team meetings to review the progress of each subgroup and plan intentional interventions to support their needs. Emphasis will be placed on the needs of our Black and ELL students.
  12. ASP funds to intervene and support crucial academic skills for grades 3-5.
  13. Provide tutoring after school to our ELL population.

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**Person Responsible** Glenda Mucha (mucha.glenda@brevardschools.org)

*No description entered*

**Person Responsible** [no one identified]

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Math results evidence a decline in level of proficiency, performance of the lowest quartile and overall math learning gains in comparison to the 2019 performance. Our largest decline was in the areas of learning gains. In 2019, 71% of students evidenced a learning gain as opposed to only 45% showing a gain in 2021. This data reflects a decline of 26 percentage points in overall learning gains for students in the area of math.

**Measurable Outcome:** Based on our analysis of achievement data, and calculations of needed growth to increase our school grade and success for our students, we will increase the percent of proficiency from 57% to 66%. Our learning gains will increase from 45% to 66% and the gains of our lowest quartile from 50% to 57%. Additionally, we will increase our federal index of both our Black and ELL population to 45%.

**Monitoring:** Teachers will use the data from the iReady Math diagnostic assessments three times a year to monitor the progress of students in Math. This data will be used to determine appropriate intervention groups needed to support outcomes for all students. District assessments will be utilized at the conclusion of each unit to monitor attainment of those standards taught.

**Person responsible for monitoring outcome:** Victoria Finsted (finsted.victoria@brevardschools.org)

**Evidence-based Strategy:** Teachers will utilize Best Practices in Math instruction K-12 when designing lessons to implement in the classroom. Specifically encouraging discussion, presenting and comparing multiple solutions and when assessing student understanding.

**Rationale for Evidence-based Strategy:** Presenting and comparing multiple solutions in math is key to developing student understanding. Teachers' encouragement for student discussion affords students the opportunity to explore their learning and to express their mathematical reasoning. Best Practices in Math instruction and the IRIS Center for the research outlines the benefits of presenting math in multiple ways. These Best Practices are shown to significantly increase a child's procedural flexibility, conceptual knowledge and procedural knowledge.

**Action Steps to Implement**

1. Teachers will collaboratively plan for instruction by designing lessons that are standards based and incorporate the use of iReady instructional workbooks (T) and Envision curriculum.
2. Teachers will utilize pre-requisite work during the Tier I instruction.
2. Teachers will utilize the online iReady resources to provide individualized support to students based on their individual needs.
3. Teachers will create daily exit slips to inform appropriate next steps for both whole group and intervention groups.
4. Utilize Education Galaxy math to assess individual standards on a weekly basis (T)
5. Provide math intervention small group instruction by both the teacher and instructional assistants (T)
6. Fund substitutes for professional development opportunities during the school day(T)
7. ASP funds to intervene and support crucial academic skills for grades 3-5

**Person Responsible** Victoria Finsted (finsted.victoria@brevardschools.org)

### #3. Instructional Practice specifically relating to Science

**Area of Focus Description and Rationale:** Based on the analysis of performance data, science proficiency declined from 48% to 46%. McAuliffe has consistently performed in the 40% range since 2015. Students in grades k-5 need consistent quality science instruction along with hands on lessons to acquire the knowledge and skills necessary to become proficient with the rigor of the NGSSS.

**Measurable Outcome:** Based on the analysis of science data, we will increase science proficiency from 46% to 60%.

**Monitoring:** Teachers will monitor student achievement by administering and analyzing summative assessments for every benchmark block (k-6). Teachers will also monitor student achievement on the online program, Penda.

**Person responsible for monitoring outcome:** Cristina Meyer (meyer.cristina@brevardschools.org)

**Evidence-based Strategy:** Teachers will deliver quality science instruction by implementing the 5E Model of instruction across each grade level kindergarten through sixth grade. Grades 3-6 will utilize Penda Science to reinforce grade level benchmarks and allow teachers to assign lessons to review previous grade level benchmarks (excluding third grade).

**Rationale for Evidence-based Strategy:** Penda is an online supplemental resource that is used to engage students in research based pedagogy as well as help teachers and students to raise test scores. Efficacy reports state that 30 minutes of participation in the program yields the best results. Studies have revealed that "there are statistically significant relationships between a student's use of Penda and their FCAT test performance," according to the program's website

#### Action Steps to Implement

1. Teachers will receive professional development on the 5E model, BPS Resources, and how to utilize Penda Science (3-6).
2. Teachers will collaboratively plan for instruction by designing lessons using BPS resources that follow the 5E model for Science Instruction.
3. Teachers will utilize Penda Science (3-6) to assess individual benchmarks.
4. Teachers will utilize Penda to reinforce previous science benchmarks (4-6) differentiating for diverse learners (developing, achieving, and exceeding).
5. Teachers will administer and analyze data from the district summative science assessments.
6. Administration will conduct observations throughout the school year to ensure quality science instruction is evident.
7. Offer SSA Prep for fifth graders to prepare them for state testing.
8. Fund substitutes for professional development opportunities during the school day(T)
9. Integrate science when applicable into media, music, art, and PE.

**Person Responsible** Cristina Meyer (meyer.cristina@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.

**The data from the SafeschoolsforAlex.org website shows in the 2019-2020 the following**  
**Reported Suspensions per 100 Students: 5.5**  
**Statewide Rank: #1,003 | County Rank: #26**  
**In-School Suspensions: 18**  
**Out-of-School Suspensions:23**

**In reviewing the data we will continue to use restorative practices, and social emotional learning lessons to**

**continue to reduce the numbers of out of school suspensions by 5%. Christa McAuliffe Elementary has 2 Certified school counselors; one counselor works with Pre-K to 3rd grade and the other works with 4-6 grades. One school counselor is paid out of Title One funds and is on the activity wheel for Kindergarten, first and second grades to teach social emotional learning.**

**To improve our social emotional learning in our school we will begin implementing trainings for the teachers to implement the Harmony program. SEL trainings for teachers will continue throughout the school year during grade level meetings. These will be run by the SEL team. The Harmony lessons will be taught in the classroom by the classroom teachers.**

**We have also implemented a morning meeting time incorporated the master schedule so these can be done daily to start the day on a positive note. We have our PE coach do announcement in the morning and students say the McAuliffe Pledge at the beginning of the day. This goes along with our McAuliffe Way theme for the school: Be Kind, Be Safe, Be Respectful, Be Responsible. Teachers will also be implementing Conscious Discipline in their classrooms for all students. Using Conscious Discipline helps students to understand how their behaviors affect themselves and others.**

**If a teacher is having an issue with a student they can use paired reflection, redirection, have a teacher buddy to have a student for a short time for time out and also use restorative practices when a student is removed from the classroom.**

**Students earn "BE BUCKS" throughout the school day in the classroom, in the cafeteria, during activity and other times throughout the day for students who are following expectations, showing life skills, doing their best on their work, etc. When a student receives 10 "BE BUCKS" they can shop in the "BE BUCK STORE".**

**We have always had a Monthly positive character recognition per classroom, but this school year we will have a new award for students to earn: The Above and Beyond Monthly award. Students in 3rd-6th grade will receive a certificate for those students who are showing the life skills of Integrity, Citizenship, Active Listening, Personal Best, Friendship, and "being a Bucket Filler". Pre-Kindergarten thru 2nd grade will receive "Bucket Filler Awards" monthly for showing the same kind of life skills on a consistent basis in the classroom. Students will earn 3 "BE BUCKS" when they receive the monthly awards to spend in the "BE BUCK" store. At the end of each semester we will have a dance party for those students who have received the monthly awards.**

**Using all of these efforts will help to decrease suspensions, and referrals by 5% in the next school year.**



## 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.

Building a positive school culture is critical to student achievement and overall child development. Throughout the school year the leadership team at Christa McAuliffe finds multiple ways to promote a positive culture by identifying success throughout the building and highlighting each both individually and throughout the campus.

Christa McAuliffe builds positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and to support the needs of all students. According to our 2020-21 EDI Insight Survey, 97% of staff believes our school is a good place to teach and learn this is up from 94% the previous year. On the 2021 Youth Truth Survey provided to all students, when asked does your teacher want you to do your best, 96% of students agreed with the statement, an increase from 93% the previous year. According to the 2020-21 BPS parent survey, 95% of parents stated that they feel welcomed at our school and 81% of parents said they had been given the opportunity to provide input and feedback into school decisions.

As a continued effort to build a positive school culture and environment, we involve stakeholders in an organized, ongoing, and timely manner in the planning, implementation, review and improvement of Title I programs, this includes involvement in the decision making process of how funds for Title I will be used, and with the creation of our SIP and PFEP. This starts with our School Advisory Council. Our Title I coordinator promotes our SAC during events. Our Principal talks about SAC in our Annual Title I meeting. Our SAC committee provides input into the development, implementation and evaluation of the School's Title I Plan, School Improvement Plan, Comprehensive Needs Assessment, Title I Parent and Family Engagement Plan (PFEP), and how funds reserved for parental involvement will be used. Members of the SAC will serve as liaisons between SAC and other parents. In addition, SAC will use the following information and feedback to evaluate the PFEP. BPS survey results, Title I survey results, and needs/recommendations gathered through feedback forms at family involvement activities will also be used. Strategies to increase family and community engagement in the decision making process include reaching out in a variety of ways. We gather feedback during all parent engagement events and activities.

Staff and SAC members promote the completion of both BPS surveys, and school made surveys via paper copies and online options. SAC meetings and Parent-Family Engagement Events are promoted through the school calendar, website, email, and through the principal's weekly phone call message to parents.

Our Business & Volunteer Coordinator builds relationships with community members and encourages their feedback and input. With the continuous promotion of our SAC meetings, and requests for feedback and input, we consistently strive to build relationships with all stakeholders to best support the needs of our school.

Our certified school counselor pushes into grades Prek-2nd to teach character education lessons (T). Our certified school counselors complete complete all suicide risk assessments and complete check-ins, provide mentoring supports and meet with students who have been identified as having social or emotional issues as needed. Additionally our certified school counselors refer out for counseling agencies when deemed necessary.

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

Each morning after the pledge, our school community proudly recite the school motto:

I believe in me  
I will do my best each day  
I believe if I try hard I will succeed  
I can learn, I will learn, I'm worth it.

We believe in the power of creating a supportive school family away from home. We spend the beginning of the year ensuring the students understand the schoolwide agreements of the "McAuliffe Way". As a result the entire school community has a shared understanding of the school wide expectations that foster a positive learning culture.

Parents and community members also play a key role in building the positive school culture. Through participating in family involvement events, maintaining consistent dialogue with classroom teachers through daily planners, taking part in the PTO/SAC committees and attending virtual events hosted by the guidance department, our parents and school community share in the goal of creating a positive learning environment focused on building life long independent learners.

Celebrations are created at the class level and the school level to acknowledge the efforts and accomplishments of our students. We recognize student achievement, consistent attendance efforts, positive character traits and overall student growth in a multitude of ways on a consistent, intentional basis.

Our guidance department trains staff on SEL and our classroom teachers provide lessons daily that promote health and wellness for the students.

The administration have an open door policy for all stakeholders. A "Monday Memo" blackboard message is sent out each week from the principal so parents have an ongoing understanding of the "happenings" on campus. Additionally the administration share a similar "Week at a glance" Monday message with staff so that all parties are focused on the priorities of the week.

Finally, social media outlets are updated daily by the Title I department so that highlights of the week are promoted and celebrations of student and staff successes are communicated regularly.