Brevard Public Schools

Tropical Elementary School

2021-22 Schoolwide Improvement Plan

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Tropical Elementary School

885 S COURTENAY PKWY, Merritt Island, FL 32952

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

Demographics

Principal: Neleffra Marshall A

Start Date for this Principal: 6/10/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (67%) 2016-17: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

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

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Inspiring, Leading and Learning.

Provide the school's vision statement.

To foster an atmosphere that inspires young people to become lifelong learners and positive collaborators through engaging instruction, equipping them with enduring academic and social understandings necessary for a fulfilling, successful future.

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
Marshall, Neleffra	Principal	As the Principal, Dr. Marshall routinely observes instruction and provides feedback for teachers to improve instructional practices. She leads weekly Team Chat Meetings, where grade level, class, and individual student data is disaggregated, analyzed, and monitored by the Leadership Team and grade level teachers. Dr. Marshall ensures that student and staff safety is a top priority. She works to ensure instructional time is protected daily, in order to maximize student learning opportunities.
Wehrly, Katherine	Assistant Principal	As the Assistant Principal, Mrs. Wehrly is responsible for curriculum, providing meaningful professional development, completing instructional and support staff evaluations, handling discipline, and scheduling. She frequently visits classrooms to observe instruction and provide feedback to teachers, in order to improve instructional practices. She works collaboratively with the Instructional Coach to provide Meaningful Professional Development that will lead to changes in teaching practices, thus having an impact on student achievement. As part of the Leadership Team, she participates in Weekly Team Chat Meetings, where grade level, classroom, and individual student data is disaggregated and analyzed. Mrs. Wehrly works alongside Dr. Marshall to ensure student and staff safety is a top priority.
Simon, Lindsay	Reading Coach	As the Reading Coach, Mrs. Simon works to ensure teachers have the resources needed to provide standards-based instruction. She works alongside Mrs. Wehrly to provide meaningful Professional Development to staff, based on student data and teacher input. She is an integral part of the IPST (Individual Problem Solving Team) that monitors student interventions. Mrs. Simon participates in weeklyTeam Chat Meetings, where grade level, classroom, and individual student data is disaggregated, analyzed, and monitored by the Leadership Team. Mrs. Simon works through the Coaching Cycle with teachers at all grade levels to model lessons, observe instruction, and provide constructive feedback to teachers.

Demographic Information

Principal start date
Monday 6/10/2019, Neleffra Marshall 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

48

Total number of students enrolled at the school

655

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

7

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	107	74	83	81	109	94	107	0	0	0	0	0	0	655
Attendance below 90 percent	4	5	4	7	7	13	12	0	0	0	0	0	0	52
One or more suspensions	0	0	0	1	2	3	5	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	1	6	7	4	0	0	0	0	0	0	18
Course failure in Math	0	0	0	1	4	6	15	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	8	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	15	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	5	4	2	11	0	0	0	0	0	0	0	0	0	22
LEVEL 1 ON 2021 FSA ELA	0	0	0	1	18	12	6	0	0	0	0	0	0	37
LEVEL 1 ON 2021 FSA MATH	0	0	0	1	25	15	17	0	0	0	0	0	0	58

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	4	1	9	13	16	16	0	0	0	0	0	0	61

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	16	3	1	1	0	2	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 9/14/2021

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	81	95	79	110	88	113	104	0	0	0	0	0	0	670
Attendance below 90 percent	3	8	15	18	18	22	25	0	0	0	0	0	0	109
One or more suspensions	0	3	3	0	1	4	11	0	0	0	0	0	0	22
Course failure in ELA	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	1	0	1	1	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	4	10	17	9	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	2	22	25	17	0	0	0	0	0	0	66
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	0	4	16	23	11	0	0	0	0	0	0	58

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	2	2	1	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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	81	95	79	110	88	113	104	0	0	0	0	0	0	670
Attendance below 90 percent	3	8	15	18	18	22	25	0	0	0	0	0	0	109
One or more suspensions	0	3	3	0	1	4	11	0	0	0	0	0	0	22
Course failure in ELA	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	1	0	1	1	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	4	10	17	9	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	2	22	25	17	0	0	0	0	0	0	66
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	0	4	16	23	11	0	0	0	0	0	0	58

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	2	2	1	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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				72%	62%	57%	70%	60%	56%
ELA Learning Gains				67%	60%	58%	63%	54%	55%
ELA Lowest 25th Percentile				59%	57%	53%	51%	46%	48%
Math Achievement				71%	63%	63%	74%	62%	62%
Math Learning Gains				74%	65%	62%	74%	59%	59%
Math Lowest 25th Percentile				61%	53%	51%	60%	49%	47%
Science Achievement				66%	57%	53%	78%	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	63%	64%	-1%	58%	5%
Cohort Comparison						
04	2021					
	2019	66%	61%	5%	58%	8%
Cohort Comparison		-63%				
05	2021					
	2019	77%	60%	17%	56%	21%
Cohort Comparison		-66%				
06	2021					
	2019	75%	60%	15%	54%	21%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	61%	-4%	62%	-5%
Cohort Comparison						
04	2021					
	2019	66%	64%	2%	64%	2%
Cohort Comparison		-57%				
05	2021					
	2019	68%	60%	8%	60%	8%
Cohort Comparison		-66%				
06	2021					
	2019	85%	67%	18%	55%	30%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	56%	8%	53%	11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

As a progress monitoring tool for ELA and Math, iReady Diagnostic Assessments were utilized for all grade levels, during Fall, Winter and Spring throughout the 2020-2021 school year. Data is disaggregated by grade level and specific subgroups, as detailed below.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64%	79%	92%
	Economically Disadvantaged	50%	72%	91%
	Students With Disabilities	0%	0%	60%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48%	62%	92%
	Economically Disadvantaged	33%	53%	86%
	Students With Disabilities	0%	0%	40%
	English Language Learners	0%	0%	0%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	54%	79%
	Economically Disadvantaged	28%	45%	71%
	Students With Disabilities	22%	33%	33%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	42%	70%
	Economically Disadvantaged	16%	32%	55%
	Students With Disabilities	22%	44%	44%
	English Language Learners	0%	0%	100%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	52%	55%
	Economically Disadvantaged	31%	46%	50%
	Students With Disabilities	13%	21%	14%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6%	32%	38%
	Economically Disadvantaged	5%	26%	30%
	Students With Disabilities	0%	0%	7%
	English Language Learners	0%	0%	0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57%	76%	82%
	Economically Disadvantaged	29%	62%	70%
	Students With Disabilities	50%	56%	63%
	English Language Learners	33%	67%	67%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	46%	56%
	Economically Disadvantaged	13%	29%	40%
	Students With Disabilities	31%	38%	50%
	English Language Learners	33%	33%	33%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41%	63%	65%
	Economically Disadvantaged	40%	60%	64%
	Students With Disabilities	25%	36%	36%
	English Language Learners	50%	50%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	43%	60%
	Economically Disadvantaged	22%	36%	51%
	Students With Disabilities	17%	28%	38%
	English Language Learners	0%	0%	50%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			65%
	Economically Disadvantaged			53%
	Students With Disabilities			50%
	English Language Learners			N/A

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55%	56%	67%
	Economically Disadvantaged	43%	43%	53%
	Students With Disabilities	35%	38%	41%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	46%	54%
	Economically Disadvantaged	19%	27%	43%
	Students With Disabilities	24%	25%	36%
	English Language Learners	0%	0%	0%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	37	48	41	41	57	52	39				
BLK	20	50		29	58						
HSP	73	81		61	62						
MUL	73	78		64	59						
WHT	66	67	59	61	66	48	62				
FRL	53	63	49	49	55	40	46				

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	47	48	40	38	55	52	26				
ELL	55	55		45	73						
BLK	33	50		33	50						
HSP	64	54	31	62	71	75					
MUL	68	50		78	79						
WHT	76	72	70	74	75	60	67				
FRL	62	64	58	57	68	61	56				

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	38	52	51	50	57	58	39				
ASN	92	70		100	82						
BLK	40	36		40	55						
HSP	55	63	56	56	68	50	50				
MUL	74	74		76	78		55				
WHT	72	63	47	77	75	64	85				
FRL	60	59	48	64	69	59	67				

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	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
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	69
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	69
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	61
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	51
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?

-According to iReady progress monitoring data throughout the year, students are consistently making progress towards grade-level proficiency in each grade level, across both ELA and Math. This includes our FRL subgroup. One trend that is identifiable within our SWD subgroup is that SWD made gains from Fall to Winter yet remained stagnant or declined on the Spring iReady Diagnostic.
-On FSA, from 2019 to 2021, overall achievement levels dropped in each content area. ELA dropped from 72% proficiency to 65%, Math dropped from 71% to 60% and Science dropped from 66% to 62%. The percentage of students making learning gains increased by one point in ELA but decreased by 10 percentage points in Math. Additionally, the lowest 25% of students making learning gains decreased in ELA from 59% to 55% and in Math 61% to 50%.
-Overall Trends: FSA indicates that there is a significant decrease in student achievement on statewide assessments between 2019 and 2021 school years. iReady shows that students made growth within the 2020-2021 school year and that progress towards mastery of grade level standards in both Math and ELA subject areas occurred.

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

-Based on 2021 FSA data, the greatest need for improvement is to increase the overall achievement levels for students in both ELA and Math. Overall achievement for students on ELA FSA dropped by 7 percentage points. Overall achievement for students on Math FSA dropped by 11 percentage points. In addition to the concern of achievement levels dropping, there should a strong focus for improvement with our students making learning gains in Math, specifically within the lowest 25% of students, as that subgroup dropped by 11 percentage points.
-Based on progress monitoring data, our greatest need for improvement is for current 3rd, 5th and 6th

graders. These grade levels are all below 70% meeting proficiency in ELA. In Math, grades 3 through 6 are all at or below 60% meeting proficiency on their Spring diagnostic, indicating the greatest need for math is to improve the overall percentage of students meeting proficiency in both content areas.
-Greatest need for improvement: Increasing overall percent of students meeting proficiency on FSA and on the iReady Spring diagnostic.

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

One primary contributing factor to this need for improvement is the COVID pandemic impacts on schooling. We believe that there is a direct correlation between overall data decreasing and the inconsistency of students attending school during the pandemic, which prohibited us from implementing some of the strategies and action steps that had previously been planned to implement to increase student achievement with the overall population and within specific subgroups. Students continually being out on quarantine and students participating in eLearning for the entire school year caused limitations for providing face to face interventions. Additionally, classroom environments and the eLearning platform did not allow for some of the engaging instructional strategies that our teachers implement that students would've benefited from being in the classroom for.
In order to address this need for improvement, we need to work on accelerating students learning while they are in our building. We know that quarantines are inevitable, so when a student is on campus, it is imperative that we are not only providing interventions, but we are also meeting the pedagogical expectations in the 2021-2022 BPS Elementary Leading and Learning Agreements, including engaging students with grade level materials, tasks and assignments and provide students with access to grade level work.

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

-Progress Monitoring Data- Based off progress monitoring data, the data components that showed the most improvement were students meeting proficiency in 2nd grade on their ELA diagnostic (53% increase) from the Fall to the Spring. Additionally, the same group of students increased their overall math proficiency by 49% points from Fall to Spring. Within our subgroups, our FRL students in grades 1, 2, and 4 all showed significant gains of over 40% points on their iReady ELA from the Fall to the Spring.
-FSA- On our statewide assessments, 68% of students made learning gains on the 2021 ELA FSA, compared to 67% of students that made learning on the ELA component of FSA in 2019.

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

As a contributing factor to our iReady data improvements, Tropical took actions to set the tone for the testing environment, ensure accommodations were provided, and that students knew the importance of doing their best. Some teachers worked directly with their students to reflect on prior assessment data and then set goals for upcoming diagnostic assessments in student conferences.

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

-School-based SMART Time- This time is allotted to each grade level, where individual needs of students will be met.
-Diagnosing Essential Missed Learning- The Leadership Team will work alongside grade levels to identify students' concepts and skills that they are missing in order to help close achievement gaps. Their progress will be consistently monitored through Team Chat meetings that occur weekly.
-School-based Professional Development- PD will be focused on scaffolding and how teachers can implement this into their classrooms to ensure all students are being exposed to complex grade level text.

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.

-Pre-Planning ELA PD- Teachers will attend breakout sessions on how to implement the curriculum with fidelity. Teachers that attend bonus pre-planning PD will receive more in-depth training and will serve as resources for their grade level peers.
-iReady PD- When meeting with iReady personnel to plan for Tropical's personalized sessions, not only will we ask for a focus on data analysis, in order to identify missed learning from previous years, but we will also request some resources to support scaffolding in the classroom.
-Team Chats- During Team Chats, teachers will participate in meetings that guide them through the process of identifying gaps in learning, and work with the IPST team to identify ways to effectively teach this content, while following the pacing and curriculum guides for the ELA curriculum.

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

-SMART Time- Protected SMART time for students to receive remediation, scaffolding and interventions, as needed. Students will also be provided enrichment opportunities during this time.
-ASP- Academic Support Program will begin sooner this year, in order to help close achievement gaps through the process of acceleration. Tropical will provide standards-based support in this program, where highly effective teachers will continue to provide instruction to students enrolled in the program.
-ELA Curriculum and Pacing Guides- New pacing guides will be implemented with fidelity this year in order to strengthen our core Tier 1 instruction through using the Benchmark Advance and Savvas curriculums.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:	After thorough analysis of statewide assessment data and progress monitoring data, it is clear that Tropical Elementary has a critical need for a stronger Tier 1 core instruction to be implemented during ELA instruction. While students are making gains throughout the school year on the iReady diagnostic assessments, our FSA ELA data indicates that students' overall achievement has steadily decreased over the past three years (2021, 2019 and 2018).
	Due to the transition to the B.E.S.T. standards, it is important that we are ensuring teachers are providing standards-aligned instruction and teaching the B.E.S.T. standards with fidelity for the 2021-2022 school year. Through implementing the new district adopted curriculum and following specific pacing guides and lesson plans, effective teaching methods will be utilized to help improve overall student achievement levels, as indicated on FSA 2022 and iReady EOY diagnostic data. In alignment with BPS Elementary Leading and Learning Instructional Agreements of 2021-2022, Tropical Elementary will provide standards-aligned instruction through the utilization of the Benchmark Advance and Savvas curriculums, while monitoring student mastery of standards by following the assessment plan for all grade levels.
Measurable Outcome:	On the ELA component of FSA, overall student achievement will increase by 4 percentage points. On the iReady Diagnostic EOY assessment, 3rd grade proficiency of grade level standards will be at 63% (up from 55%), and 5th and 6th grade proficiency of grade level standards will increase to 70% (5th grade- up from 65%; 6th grade- up from 67%).
Monitoring:	This Area of Focus will be monitored for the desired outcome through frequent walk-throughs from Administration to verify the time-stamped lessons are being implemented with fidelity. Additionally, conversations and reflection opportunities will occur during weekly Team Chat Meetings, in which teachers can provide feedback on the implementation of the new standards-aligned curriculum.
Person responsible for monitoring outcome:	Neleffra Marshall (marshall.neleffra@brevardschools.org)
Evidence-based Strategy:	In order to improve instructional practices at Tropical Elementary, specifically relating to B.E.S.T. standards, feedback and professional development will be the evidence-based strategies implemented during the 2021-2022 school year.
Rationale for Evidence-based Strategy:	With the specific pacing guides and standards-focused documents provided for teachers to utilize, feedback is an essential strategy. Providing adequate and frequent feedback on teachers' implementation of the curriculum will help to improve overall instructional practices, as related to ELA.

Action Steps to Implement

B.E.S.T.- Benchmark Advance and Saavas Professional Development will be provided during bonus pre-planning and during pre-planning. Expectations will be clearly shared, as well as additional resources and information for teachers to refer to.

Person Responsible   Katherine Wehrly (wehrly.katherine@brevardschools.org)

Observations and Feedback- Administrative team will provide frequent feedback on instructional practices that align with the district provided pacing. Focus on walk-throughs will be to visit classrooms during the

ELA block. Evaluation schedules were changed this year so that each administrator observes specific grade levels, thus enabling us to see a lesson in its entirety when doing walk-throughs.

Person Responsible Neleffra Marshall (marshall.neleffra@brevardschools.org)

Weekly Team Chats- Team Chat meetings will continue to be held every Thursday. At these meetings, student data will be discussed and teachers will be provided opportunities to share feedback of implementation of the B.E.S.T. standards. Teachers will have opportunities to collaborate with one another during these meetings in order to ensure they are meeting the needs of all students.

Person Responsible Katherine Wehrly (wehrly.katherine@brevardschools.org)

Phonics Walk-Thrus- Administration will plan walk-thrus that are strategically timed to align with District pacing documents, in order to observe and provide feedback on the implementation of Core Phonics Instruction in grades K-2.

Person Responsible Katherine Wehrly (wehrly.katherine@brevardschools.org)

Core Instruction Professional Development- Literacy Leadership Team will provide professional development opportunities that align with improving core ELA instruction. Administration and Coach will monitor core instruction and provide feedback to teachers.

Person Responsible Neleffra Marshall (marshall.neleffra@brevardschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Strengthening instructional practices specifically relating to math is a critical need for Tropical Elementary. This is evident in the FSA Math data from the 2021 assessments. Overall student math achievement dropped 11 points (from 71% to 60%) and the percentage of students making learning gains on the statewide assessment dropped from 74% points to 64% points. Additionally, progress monitoring assessments mirror the need for strengthening instructional practices relating to math. In all grade levels, math was the lowest scoring content area on iReady diagnostic assessments. Specifically, 3rd grade had 38% of students meeting proficiency, 4th grade had 56%, 5th grade had 60% and 6th grade had 54% achieving grade-level proficiency.
Measurable Outcome:	On the 2022 FSA Math statewide assessment, overall student achievement will increase to 65% of students meeting proficiency. On the iReady progress monitoring assessments, each grade level will increase by 5 percentage points on the EOY Spring diagnostic assessment.
Monitoring:	This area of focus will be monitored through frequent data analysis by the leadership team and teachers. Reflection opportunities will be provided throughout the year on the consistent implementation of the Eureka curriculum and pacing guides.
Person responsible for monitoring outcome:	Neleffra Marshall (marshall.neleffra@brevardschools.org)
Evidence-based Strategy:	Implementing a variety of teaching strategies will be the evidence-based strategy implemented in order to improve instructional practices and increase overall student achievement in Math.
Rationale for Evidence-based Strategy:	Math scores have dropped every year for the last few years. We will utilize engagement strategies to engage students in their mathematics instruction, thus improving students' overall understanding of concepts.

Action Steps to Implement

Data Triangulation- Teachers will triangulate individual student data to determine if it aligns with students' abilities by looking at iReady, report cards, and FSA scores.

Person Responsible	Katherine Wehrly (wehrly.katherine@brevardschools.org)

Increased walk throughs and feedback relating to their mathematical instructional practices and strategies.

Person Responsible	Neleffra Marshall (marshall.neleffra@brevardschools.org)

Additional Schoolwide Improvement Priorities

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

According to SafeSchoolsforAlex.org, Tropical Elementary is ranked number 1,055 out of 1,395 elementary schools in the state of Florida. This is categorized as "High." Within Brevard County, Tropical is ranked number 46 out of 56.
Tropical's primary area of concern is the increase in number of suspensions each school year. Since 2018, the number of suspensions per school year has significantly gone up, from 1 in 2016-2017 to 10 in 2019-2020. When analyzing suspensions, it is imperative to note that students lose learning opportunities when they are suspended from the building. During the 2021-2022 school year, a primary area of concern will be to lower the overall number of suspensions, while still addressing behavior and discipline data through alternative corrective strategies. School culture and the overall environment will be monitored through administrative observations, collecting teacher feedback, and having conversations with various stakeholders.
In terms of "Violent Incidents," Tropical had a total of 5 incidents, all categorized as bullying in 2019-2020. To address this area of concern, additional bullying prevention and social/emotional instruction will occur in classrooms and in activity wheels.
Additionally, Tropical had 5 Drug/Public Order Incidents, including Tobacco and Drug Use and/or Possession during the 2019-2020 school year. Alongside our SRO, teachers and the guidance counselor will work to build strong relationships with students and families, and provide any necessary resources or support when it is needed.

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.

Tropical Elementary strives to maintain a positive school culture and environment that values the input of all stakeholders, including students, parents and staff members. The Leadership Team reflects upon the following surveys in order to make changes and adjust our practices to better meet the needs of our students, faculty members, and community stakeholders.
-The Parent Survey results from 2020-2021 indicated that 60% (245 responses total) felt welcome at Tropical Elementary. Due to the pandemic, no volunteering was allowed to occur on campus, and families were not allowed to enter campus. The fact that 60% families still felt welcome is a positive response, considering that parent volunteer opportunities and visitors were limited due to COVID restrictions. We believe that the drop from 87% (119 responses total) from the previous school year, is a direct reflection of the pandemic protocols that were implemented. For the 2021-2022 school year, Tropical is optimistic that

this year's response of parents' perception to them being welcome on campus will increase to 80% through increased structured volunteer opportunities, while ensuring we are following District Mitigation Strategies.
-Student data from the "Youth Truth" survey indicate that 80% of students like the way their teacher treats them when they need help, which is an increase from last year by two percentage points, and is above the typical Brevard threshold. 88% of students indicate that they believe their teacher cares about them very much, which is the same from the 2020-2021 school year. Specifically, within this domain, 90% of fourth graders liked the way their teachers treated them when they needed help. This opens an area of potential growth, as the average for grade 3 was 84%, grade 5 was 76% and grade 6 was 70%. Another celebration from the Youth Truth survey is that 94% of students indicated that their teacher wants them to work their hardest. An area for potential growth is students being encouraged to keep trying when the work gets difficult. Only 66% of students felt that their teacher does this. To address these two areas for potential growth, specific grade level data will be shared with grade level teachers and conversations will occur on how we can support students' access to grade level work, even when it is challenging, by utilizing scaffolding strategies, as referenced in the Pedagogical Expectations in the Instructional Agreements for 2021-2022 Leading and Learning.
-According to the 2020-2021 Insight Survey, two domains increased from the previous school year. Observation and Feedback increased from 6.1 to 6.3. Evaluation increased from 6.3 to 6.6. An area for potential growth is Peer Culture, which dropped from 7.8 to 6.9 and Professional Development dropped from 6.3 to 4.4. To address the Professional Development domain, quality PD will be incorporated into preplanning and bonus pre-planning, in order to support teachers with their new ELA curriculum. Peer Culture will be addressed through a variety of opportunities for teachers to engage with one another through the Social Committee's scheduling of events/

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

In order to effectively engage a variety of stakeholders in promoting a positive culture and environment at Tropical Elementary, continuous communication is essential.
-SAC- SAC meets monthly and incorporates community members, staff members, and family members. During these meetings, a variety of topics are discussed, including school-based data, monthly Principal's report, various facilities updates, and specific concerns regarding the school are addressed. Often, these meetings prompt additional reflection and further conversation within the Leadership Team about school-based processes, procedures, and student learning opportunities.
-PTO- PTO works alongside administration and supports teachers through a variety of ways. Each year, they meet with administration to discuss upcoming needs (i.e., technology, Teacher Appreciation, etc). Through these conversations and collective planning with teachers, we work to promote the positive peer culture among our faculty and staff.
-Conscious Discipline- Weekly, staff members are introduced to a new skill/power to implement, with specific steps as to how to proceed in the implementation phase of Conscious Discipline. Teaching these essential lifelong skills helps to bring students in and form their role in promoting a positive culture and environment at school.