

Brevard Public Schools

# Christa Mcauliffe Elementary School



## 2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<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>

## 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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 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>	2021-22: B (54%) 2018-19: B (60%) 2017-18: C (47%)
<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>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

## Christa McAuliffe Elementary School

155 DEL MUNDO ST NW, Palm Bay, FL 32907

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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### SIP Authority

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 and to plan for upcoming projects and or initiatives.
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.
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.
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	Instructional Coach	

### Demographic Information

**Principal start date**

Thursday 1/1/2015, Victoria Finsted A

**Number of teachers with a 2022 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.*

7

**Number of teachers with a 2022 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**

47

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

608

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

12

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

9

**Demographic Data****Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	85	88	79	82	97	87	104	0	0	0	0	0	0	622
Attendance below 90 percent	26	19	11	15	14	9	21	0	0	0	0	0	0	115
One or more suspensions	2	0	2	1	3	5	5	0	0	0	0	0	0	18
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	1	0	1	0	1	0	0	0	0	0	0	5

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	7	1	6	4	2	1	0	0	0	0	0	0	28
Students retained two or more times	0	0	1	0	0	1	1	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 6/15/2022

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	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

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

**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	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

**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
Students retained two or more times	1	1	0	0	0	0	1	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	61%	56%				60%	62%	57%
ELA Learning Gains	59%						62%	60%	58%
ELA Lowest 25th Percentile	46%						54%	57%	53%
Math Achievement	59%	49%	50%				66%	63%	63%
Math Learning Gains	56%						71%	65%	62%
Math Lowest 25th Percentile	46%						57%	53%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	55%	60%	59%				48%	57%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	64%	0%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	69%	61%	8%	58%	11%
Cohort Comparison		-64%				
05	2022					
	2019	49%	60%	-11%	56%	-7%
Cohort Comparison		-69%				
06	2022					
	2019	54%	60%	-6%	54%	0%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	61%	6%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	79%	64%	15%	64%	15%
Cohort Comparison		-67%				
05	2022					
	2019	54%	60%	-6%	60%	-6%
Cohort Comparison		-79%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	62%	67%	-5%	55%	7%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	56%	-11%	53%	-8%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-45%				

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	39	41	28	42	42	30	24				
ELL	35	47	36	45	47	30					
BLK	55	53	28	33	52	48	43				
HSP	56	64	55	56	51	33	42				
MUL	61	61		49	48	40					
WHT	64	60	45	73	62	57	66				
FRL	57	57	46	54	51	49	50				
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				

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
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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
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	
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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 determined that across all grade levels there has been a decline in learning gains of the lowest 25% in math and reading for all subgroup areas.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Learning gains of the lowest quartile in math and reading are an area of focus for McAuliffe. Diagnostic data accompanied by state FSA data evidence that quality core instruction and intentional interventions will 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 factors to the decline in learning gains in math and reading would be lack of highly qualified personnel and lack of substitute teachers to accommodate for routine collaborative planning as have been afforded in the past. Additionally, multiple students had extensive absences due to required quarantining measures that took place.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Our data evidenced that students showed significant growth in Science, increasing by 9% and math learning gains increased from 45% to 56%, an increase of 11%.

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

We provided additional instructional practice with the 5E model in science and weekly monitored practice utilizing PENDA Science. Additionally, we incentivized when students went above and beyond with PENDA and iReady math and we offered open lab times before and after school for additional support.

**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 and ESSER funds to support additional opportunities for instruction outside of the normal school day for our most at risk students.

**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.**

Our school has been allocated a math coach to support the new curriculum and our school needs in the area of mathematic instruction, planning, and delivery. Additionally, our school has opted to be a Conscious Discipline anchor school site where they will receive extensive trainings throughout the year that will focus on providing strategies that will support on task instructional time and a 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.**

Academic Support Program small group interventions for students during and after the school day. Wellness Wednesdays provided by classroom teachers utilizing the Harmony curriculum to address SEL health and wellness for all students. Title I academic support services will be provided throughout the school day for both reading and math.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



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

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the analysis of performance data, science proficiency increased from 46% to 55%, with an increase of 9%. McAuliffe has consistently performed in the 40% range from 2015.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Based on the analysis of science data, we will increase science proficiency from 55% to 65%.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers will monitor student achievement by administering and analyzing district summative assessments for every benchmark block (K-6). In addition, teachers will monitor and encourage students to complete two lessons every week on Penda with a passing rate of 80% (3-6). Participation will be monitored weekly by administration.

**Person responsible for monitoring outcome:**

Cristina Meyer (meyer.cristina@brevardschools.org)

**Evidence-based**

**Strategy:**  
**Describe the evidence-based strategy being**

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).

**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based  
Strategy:  
Explain the  
rationale for  
selecting  
this specific  
strategy.  
Describe the  
resources/  
criteria used  
for selecting  
this  
strategy.**

Penda is an online supplemental resource that is used to engage students in research based pedagogy as well as help teachers and students 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 performance," according to the program's website. Based on an analysis of surrounding counties that have used Penda's science platform during the 2018-19 school year for science intervention in grades five and eight and in high school biology have shown gains. Analysis of 20,157 students revealed that students who achieved mastery on 100 or more Penda science activities scored on average 20% higher on statewide and district assessments than students who did not achieve mastery.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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. Administration will monitor student usage on Penda weekly for grades 3-6.
8. Offer SSA Prep for fifth grade students to prepare them for state testing.
9. Field trips will have a science focus in grades 3-6.
10. Departmentalization will occur in grades 4-6.

**Person  
Responsible** Cristina Meyer (meyer.cristina@brevardschools.org)

**#2. Positive Culture and Environment specifically relating to School Discipline**

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on discipline data from the 2021-22 school year there were 14% (87 students) of 622 students (k-6) that received discipline referrals. There was a total of 235 referrals written throughout the school year.

**Measurable Outcome:**  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the analysis of discipline data, McAuliffe will decrease referrals from 235 to 200.

**Monitoring:**  
Describe how this Area of Focus will be monitored for the desired outcome.

Administration will review quarterly referral reports to identify students who are at risk. Those identified will be provided a mentor within the school and their progress both behaviorally and academically will be reviewed during data team meetings bi-weekly. Early warning indicators within Performance Matters will be analyzed each quarter to ensure that all students needing behavioral supports and or interventions are identified and addressed in a timely manner.

**Person responsible for monitoring outcome:**

Cristina Meyer (meyer.cristina@brevardschools.org)

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

- Check in and Check out strategies will be implemented for students identified as at-risk.
- Restorative practices will be implemented by all staff
- CASEL: Harmony Wellness Wednesdays; Daily Morning Meetings will be utilized by all classroom teachers
- Positive Reinforcements will be provided including using Be Bucks and Above and Beyond Awards for students demonstrating the McAuliffe Way.
- Conscious Discipline strategies will be implemented school wide.
- Mentors will be identified to support the needs of students evidencing a need behaviorally and academically.

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

- Check in/Check out: Tier 2 behavior intervention
- Restorative practices: Holds students accountable and students feel safe.
- CASEL: Harmony Wellness Wednesdays; Daily Morning Meetings: To build a positive community environment with the goal of lessening behaviors.
- Positive Reinforcements using Be Bucks, Above and Beyond Awards: to reward students who choose positive behaviors.
- Conscious Discipline: Build intrinsic motivation
- Mentors: To support individual student needs

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Certified school counselor will work with grades PK-3rd grade on life skills and character traits
2. Teachers implement Morning meetings daily to determine the brain states of students and to provide individualized support to those students evidencing a need .
3. Wellness Wednesdays will be held school wide. Teachers will provide lessons from Sanford Harmony including resources from Conscious Discipline. (T)
4. SEL and Conscious Discipline trainings for teachers will be held 6 Fridays this year.
5. Activity teachers will rotate daily providing morning announcements which includes the McAuliffe Pledge. This goes along with our McAuliffe Way theme for the school: Be Kind, Be Safe, Be Respectful, Be Responsible.
6. Teachers will also be implementing Conscious Discipline in their classrooms for all students. Using Conscious Discipline morning greetings, Brain Smart Start, safe keeper rituals,(T)
6. Parent Liaison and Social Worker will monitor attendance and provide supports as needed.

**Person Responsible** Josena Marshall (marshall.josena@brevardschools.org)

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

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Math results evidence a decline in the performance of the lowest quartile from 50% to 46%, a decrease of 4%, as evidenced by our 2022 FSA results and our needs assessment. Additionally our lowest quartile in our SWD subgroup declined from 61% in 2021 to 30% this year on FSA. They too as well as the ELL population are both below the federal index and therefore will be a focus for improvement.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Based on the analysis of our math data, we will increase the proficiency levels from 59% to 62%. We will increase the lowest quartile from 46% to 51%. We will continue to increase learning gains from 56% to 67%.

PM1 proficiency levels for grades 3-6 are 31%. We will increase our proficiency levels to 62% on PM 3.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers will use the data from PM 1/FAST three times a year and the iReady Math diagnostic assessments two 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 and to build a strong tier 1. District assessments will be utilized at the conclusion of each unit to monitor attainment of the standards taught.

**Person**

**responsible for monitoring outcome:**

Victoria Finsted (finsted.victoria@brevardschools.org)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Teachers will utilize the district adopted math curriculum 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. Additionally they will provide intervention within the math block to support the needs of students as evidenced by observations and district/state assessments.

**Rationale for****Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide teachers with substitutes to collaboratively plan instruction each nine weeks with administration. Teachers will design standards based lessons with aligned tasks. (T)
2. Utilize iReady resources to individualize supports in the classroom.
3. Teachers will create daily exit slips to determine intervention opportunities to provide in the classroom.
4. Provide math interventions in a small groups facilitated by both the classroom teacher and instructional assistants. (T)
5. Provide individualized practice for students through an iReady instructional path requirement to be met weekly by all students.
5. Fund professional development opportunities (T)
6. Provide weekly access to the Math Coach assigned to support school outcomes.
7. Utilize ESSER and ASP funds to provide tutoring to targeted students within the lowest quartile.
10. Meet monthly with ELL assistant and our ESE resource teachers to review their students' achievement data and to design plans to support their varying level of needs.

**Person****Responsible**

Victoria Finsted (finsted.victoria@brevardschools.org)

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

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Based on our ESSA data, we will focus on the achievement/learning gains of our ESE and ELL subgroups. Our students with disabilities and our ELL Students both had proficiency levels under 50%. SWD students had 35% proficient and ELL students had 40% proficient. The district average was 38% for SWD and 50% for ELL. All grade levels (Grades 3-6) scored above a 50% proficiency rate and increased their proficiency in ELA from the previous year by 5%, increasing from 55-60% proficiency, with the district average at 58%. Our sixth grade made the most gains in proficiency, moving from a 46 to 57 proficiency in ELA. Our school average for learning gains in ELA was 59%, with the district average at 55%. However, our bottom quartile learning gains average across grades 3-6 was 46%, with the district average at 42%. Our area of focus will be increasing achievement and learning gains of our SWD and ELL population, as well as our bottom quartile learning gains.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>Based on our analysis of achievement data and our needs assessment ,we will work to increase our school grade by focusing on our overall learning gains and student achievement. We we will increase our percent of ELA proficiency from 60% to 65%. Our learning gains will increase from 59% to 65% and our lowest quartile gains will increase from 46% to 55%. Additionally, we will increase our federal index of both our ELL and SWD population. We will increase our ELL federal index from 40% to 50% and we will increase our SWD federal index from 35 to 45%. PM1 proficiency levels for grades 3-6 are 31%. We will increase our proficiency levels to 65% on PM 3. .</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Outcomes will be measured using the following assessments: PSI, PASI, STAR, and FAST progress monitoring measures, Iready diagnostics, and required Benchmark Advance assessments. In addition, educators will use various formative assessments to continually monitor student achievement on an ongoing basis. Educators will consult with the leadership team bi-weekly to analyze data and determine evidence-based practices to drive instruction. Specifically, the data of the bottom quartile will be analyzed and monitored to ensure learning gains are being made, working toward proficiency. Specific evidence based Tier 2/3 instruction will be implemented, using the decision tree to make informed instructional decisions via the MTSS process. Strategies on how to increase learning gains will be discussed on an ongoing basis throughout the year during PLC's and data chats on a bi-weekly basis. Regular walk through's and classroom visits will be implemented to ensure there is follow through of evidence based Tier 2/3 instruction.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Victoria Finsted (finsted.victoria@brevardschools.org)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based</b>	<p>Teachers will collaboratively plan ELA instruction by utilizing BPS created unit plans, analysis sheets, BEST benchmark curriculum, and best practices in literacy instruction in all tiers guided by the district decision tree. Teachers will use BEST benchmarks, which are aligned with the Science of Reading. Sixth grade teachers will use district adopted curriculum specific to their grade level, SAVVAS My Perspectives. Teachers will ensure their students have opportunities to engage with text at or above grade level and respond</p>



**strategy being implemented for this Area of Focus.**

to higher order questions and will use Science of Reading research, Iready, and other evidence-based instructional practices guided by the decision tree and by the data to fill in gaps. Small group instruction will be utilized regularly to differentiate instruction in Tiers 2 and 3 and to accelerate instruction in Tier 1.

**Rationale for Evidence-based Strategy:****Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Students need ongoing opportunities to engage with complex text and rigorous tasks. They need a strong foundation in phonemic awareness and phonics in order to achieve more complex literacy tasks. Reading gaps in these area will need to be intervened as early as possible. Evidence-based instructional practices need to target all learners, utilizing the MTSS process and data chats to ensure all gaps are being filled both inside and outside the reading block. Benchmark Advance, aligning with the Science of Reading, will be utilized to ensure that all learners have equal access to on grade level content for the entire reading block, guided by district unit plans. Utilizing higher order questions, Iready, SOR research, and small and whole group equitable instruction will ensure we are working toward our targeted goals.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Use district created unit plans with the TRS and analysis sheets to drive instruction. (T)
3. Provide small group reading support designed around i-Ready diagnostic, FAST assessments, and curriculum assessments and instruction. (T) Practice will be provided through small group instruction using I-Ready and curriculum guidance. (T)
- 4.1-1 technology devices (T)
5. Purchase Smartboards (T)
6. Provide ELA interventions allocated through Title I. (T)
7. Utilize literacy coach for support. (T)
8. Purchase Accelerated Reader, Education Galaxy, Raz-Kids, and Brain Pop. (T)
10. Planning with Literacy Coach, Title I personnel, and ELL instructional assistants. (C)
11. Hold bi-weekly data meetings to review the progress of each subgroup and plan interventions, emphasizing the needs of our ESE and ELL students. (C)
12. Provide tutoring after school with ASP and ESSER funds. (T)
13. Provide tutoring to our bottom 15-25% first graders in ELA utilizing RAISE funds (C)

**Person****Responsible**

Glenda Mucha (mucha.glenda@brevardschools.org)



## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### 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 students, 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 2021-22 EDI Insight Survey, 83% of staff believes our school is a good place to teach and learn; this is down from 97% the previous year. On the 2022 Youth Truth Survey provided to all students, when asked does your teacher want you to do your best, 89% of students agreed with the statement, a decrease from 96% the previous year. According to the 20221-22 BPS parent survey, 92.31% of parents stated that they feel welcomed at our school and 75.52% 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, CNA and PFEP. This starts with our Comprehensive Needs Assessment Team (CNA), and School Advisory Council (SAC). Our Title I coordinator promotes our CNA and SAC during events. Our Principal talks about CNA and SAC in our Annual Title I meeting and during her Principal Chats the first Monday of every month. Our CNA and SAC committees provide 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 these committees will serve as liaisons between the school and other parents. In addition, CNA and 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. The CNA, SAC meetings and Parent-Family Engagement Events are promoted through the school calendar, website, email, Principal Chats, 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 . Our certified school counselors complete all suicide risk assessments, check-in/check-out, provides mentoring supports and meets 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 school culture and environment.**

Each morning after the pledge, our school community proudly recites 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. Teachers have predetermined academic parent/family events

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, and taking part in the CNA/PTO/SAC committees, our stakeholders 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 train all staff on SEL, and our classroom teachers provide lessons daily that promote health and wellness for the students through morning meetings and "Wellness Wednesdays".

The administration has an open door policy for all stakeholders. A "Monday Memo" blackboard message is sent out each week from the principal, and a monthly live (virtual meeting) "Principal Chat" that provides an ongoing understanding of the "happenings" on campus. Additionally the administration share a "Week at a glance" Monday message for the staff to provide knowledge of weekly priorities.

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