Croton Elementary School

2022-23 Schoolwide Improvement Plan

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Croton Elementary School

1449 CROTON RD, Melbourne, FL 32935

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

Demographics

Principal: Roseann Bennett M

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (45%) 2018-19: C (53%) 2017-18: C (49%)
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	ATSI
* 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)	**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	41%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Empower every student to succeed. (Continued/Approved August 2022)

Provide the school's vision statement.

An inclusive community of respectful, responsible, and educated citizens. (Continued/ Approved August 2022)

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
Bennett, Roseann	Principal	Dr. Bennett is the principal of Croton Elementary and ensures that quality instruction and student safety are occurring at the school on a daily basis. She allocates human and material resources on campus to the greatest advantage in the service to students. Responsibilities include School Leadership Team, Progress Monitoring, Data collection, ESSA subgroup data identification, instructional coaching, professional development, student conferencing, Classroom Walkthroughs, meet with SAC, other stakeholder groups, and participation in Family and Community Engagement activities.
Pepin , Nicole	Assistant Principal	Mrs. Pepin is the assistant principal at Croton Elementary. She demonstrates communication skills, interpersonal skills and abilities and knowledge of curriculum. Mrs. Pepin shows evidence of effective decision-making skills and management skills. Responsibilities include Discipline data and intervention, professional development, instructional coaching, school leadership team, and student conferences.
Hitchcock, Amanda	SAC Member	As an ESE teacher, Mrs. Hitchcock works closely with all teachers and staff on inclusive practices and data tracking for students. She is a member of our BPIE team, the school's MTSS facilitator, and a collaborator between general education teachers/ students and ESE teachers/ students. Mrs. Hitchcock is our SAC Chair.
Luznar, Gayle	Instructional Coach	Mrs. Luznar is our Literacy Coach. She supports teachers with implementing all curriculum and other instructional resources to ensure quality teaching is taking place in grades K-6. Mrs. Luznar models instruction to allow teachers to grow in their concept knowledge. Part of her role includes utilizing the Coaching Cycle to support improvement in teacher's instructional craft. Mrs. Luznar tracks student data, offers intervention assistance and instructional design, and serves on the School Based Leadership Team
Kuntz-Murphy, Alicia	Teacher, K-12	Mrs. Kuntz-Murphy serves as a resource of professional development, progress monitoring, and student data analysis throughout Croton to generate improvement in reading instruction and achievement. As the Title I Contact she offers a bridge to our families and community to engage in the work. Mrs. Kuntz-Murphy is on the School Based Leadership Team, offers intervention assistance and instructional design.

Demographic Information

Principal start date

Friday 7/1/2011, Roseann Bennett M

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.*

1

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.*

16

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

489

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

6

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

7

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	74	69	72	61	70	54	61	0	0	0	0	0	0	461
Attendance below 90 percent	6	22	10	5	9	8	10	0	0	0	0	0	0	70
One or more suspensions	0	5	4	2	2	1	12	0	0	0	0	0	0	26
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	2	6	11	13	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	10	13	25	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	0	5	8	6	0	0	0	0	0	0	0	0	0	19

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	0	2	2	2	1	5	10	0	0	0	0	0	0	22

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	12	5	1	2	1	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	2	1	1	4	0	0	0	0	0	0	8

Date this data was collected or last updated

Tuesday 10/4/2022

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	72	76	64	68	62	63	65	0	0	0	0	0	0	470
Attendance below 90 percent	10	20	13	11	12	11	11	0	0	0	0	0	0	88
One or more suspensions	2	6	4	1	2	4	8	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	1	6	6	7	0	0	0	0	0	0	20
Course failure in Math	0	0	0	0	5	8	8	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	3	13	7	6	6	8	4	0	0	0	0	0	0	47
LEVEL 1 ON 2021 FSA ELA	0	0	0	1	7	17	11	0	0	0	0	0	0	36
LEVEL 1 ON 2021 FSA MATH	0	0	0	1	8	16	13	0	0	0	0	0	0	38

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	6	4	1	8	17	17	0	0	0	0	0	0	55

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	6	4	3	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	72	76	64	68	62	63	65	0	0	0	0	0	0	470
Attendance below 90 percent	10	20	13	11	12	11	11	0	0	0	0	0	0	88
One or more suspensions	2	6	4	1	2	4	8	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	1	6	6	7	0	0	0	0	0	0	20
Course failure in Math	0	0	0	0	5	8	8	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	3	13	7	6	6	8	4	0	0	0	0	0	0	47
LEVEL 1 ON 2021 FSA ELA	0	0	0	1	7	17	11	0	0	0	0	0	0	36
LEVEL 1 ON 2021 FSA MATH	0	0	0	1	8	16	13	0	0	0	0	0	0	38

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	2	6	4	1	8	17	17	0	0	0	0	0	0	55

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	2	6	4	3	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	58%	61%	56%				56%	62%	57%
ELA Learning Gains	51%						56%	60%	58%
ELA Lowest 25th Percentile	43%						64%	57%	53%
Math Achievement	56%	49%	50%				64%	63%	63%
Math Learning Gains	41%						55%	65%	62%
Math Lowest 25th Percentile	27%						43%	53%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	39%	60%	59%				36%	57%	53%

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	29	27	29	33	29	27	21				
ELL	41	47		41	41						
BLK	37	26		42	21	10					
HSP	51	39	10	43	36		20				
MUL	67	46		59	15						
WHT	61	58	59	61	48	37	50				
FRL	53	45	41	46	30	26	37				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	50	61	35	21	16	15				
ELL	40	64		45	36						
BLK	30	80		29	9						
HSP	53	62		62	35		70				
MUL	71	73		67	18						
WHT	58	51	53	65	39	24	52				
FRL	46	55	56	53	30	19	48				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	42	48	44	42	21	6				
ELL	48	75		48	65	36					
BLK	39	50		50	45						
HSP	56	64	80	54	58	58	29				
MUL	69			56							
WHT	57	53	58	70	53	27	38				
FRL	53	60	68	61	59	47	35				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
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 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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	47
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	53
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

State Assessment data show a decline in four out of seven performance areas. Although our ELA scores of Level 3 and above improved (55% to 58%), our percentage of learning gains declined by 7%, as did the percentage of learning gains for the lowest 25% by 23%. Our math scores of level 3 and above decreased by 5%, yet our percentage of learning gains improved by 8% and learning gains for the lowest 25% also improved by 6%. Our fifth grade students science proficiency decreased from 54% to 39%. Our ELA proficiency scores in fifth grade dropped to 48%, identifying Croton as a RAISE school.

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

Croton Elementary showed the lowest performance in learning gains of the lowest 25% in ELA on the statewide assessments during the Spring 2022 testing administration. Croton had an overall percentage of forty-three percent of students earning a gain which is a loss of twenty-three percentage points. Upon reflection, we concluded that we did not fully focus on collaborative planning, small group instruction, or Best Practices for Inclusive Education (BPIE).

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

Contributing factors included implementation of a new literacy program, that included timestamping and a large percentage of instruction that was whole group. In general, our lowest 25% of students are part of our ESE population and we were short staffed in that role for a majority of the school year. We will be sure to implement the literacy programs with fidelity across grade levels and collaboratively plan using best practices for inclusive education.

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

The data component that showed the most improvement was Math learning gains. There was an increase of students earning a learning gain from 33% to 41% on the state assessment.

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

Contributing factors to the improvement included implementing Eureka Math with fidelity across grade levels and collaboratively planning using best practices for inclusive education.

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

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

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be on the BEST (ELA and Math) standards. It will include workshops with the new math curriculum(s), standards aligned instruction, and data analysis for specific skill gaps. In addition, teachers will be provided professional development with i-Ready to include utilization of standards-aligned resources, small group instruction, and monitoring sub-group progress. Florida DOE training on explicit, systematic, scaffolded, and differentiated instruction will be included.

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

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

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 Small Group Instruction	
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 Spring 2022 i-Ready Diagnostic data, 54% of students in Kindergarten through second grade scored on grade level in phonics. Data indicated there was a need for tier 1 support through small group instruction to close learning gaps and increase the percentage of students on grade level in phonics. Based on Spring 2022 i-Ready Diagnostic data, 66% of students in third through sixth grade scored on grade level in vocabulary. Data indicated there was a need for tier 1 support through small group instruction to close learning gaps and increase the percentage of students on grade level in vocabulary. During the 2021-2022 school year, 33% of Kindergarteners, 29% of first graders, 26% of second graders, 25% of third graders, 36% of fourth graders, 27% of fifth graders, and 20% of sixth graders were in intervention. Research shows that only 20% of students should be in intervention. This data show there is a need at the tier 1 level to close learning gaps through small group instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	On the Spring 2023 i-Ready Diagnostic, 65% of students in Kindergarten through second grade will score on grade level in phonics and 70% of students in third through sixth grade will score on grade level in vocabulary.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	i-Ready Diagnostics will be assessed and analyzed twice a year in Reading. Intervention groups will be monitored to follow the MTSS intervention model (pyramid/triangle).
Person responsible for monitoring outcome:	Gayle Luznar (luznar.gayle@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implementation of small group instruction aligned to the BEST standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The utilization of small group instruction provides for differentiated learning, which supports bridging the gap between tier 1 instruction and interventions. i-Ready data and intervention data showed the need for small group instruction during tier 1.

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.

(T) Administration will provide professional development/coaching opportunities for all teachers related to implementation of small group instruction utilizing the Benchmark, Savvas, as well as Reveal and EdGems curriculum.

(T) Administration will provide collaborative opportunities for teachers to work with grade levels to prepare and plan for small group instruction based on data with the Literacy Coach and include ESE.

Person Responsible   Roseann Bennett (bennett.roseann@brevardschools.org)

(T) All teachers, Title I personnel, and administration will meet to monitor literacy and math data, problem solve, and plan intervention for students in the lowest twenty-five percent.

(T) Teachers will be provided Professional Development on the Practice Profiles to include the Core Components of Explicit Instruction, Systematic Instruction, Scaffolded Instruction, Differentiated Instruction, and Corrective Feedback.

(T) Prerequisite reports will be utilized to support small group instruction utilizing i-Ready to provide skills needed to meet grade level benchmarks.

(T) Teachers will meet with the Literacy Coach and district personnel for additional training on the small group instructional practices that are a component of the Benchmark and/ or SAVVAS curriculum.

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

Teachers, administrators, and parents will review student progress with literacy.
Students will engage in small group lessons.

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

#2. Instructional Practice specifically relating to Collaborative Planning	
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 Spring 2022 i-Ready Math Diagnostic data, overall, 57% of Kindergarten through sixth grade students were on grade level. Based on 2021-2022 Science data in Performance Matters, only second and third grade students scored on average 70% or higher on each of the district summative assessments. 2021-2022 INSIGHT survey data show 63% of teachers are collaboratively planning to improve instructional plans based on student data. 52% of teachers indicate they have dedicated time to analyze data and plan future instruction.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Spring 2023 i-Ready Math Diagnostic data will show, overall, 65% of Kindergarten through sixth grade students on grade level. 2022-2023 Science district summative and PENDA assessment scores will show, on average, students in fourth through sixth grades matching or exceeding district average. In addition, grades 3-6 will utilize PENDA and on average will show 70% of students with a pass rate on lessons and assessments. 2022-2023 INSIGHT survey data will show 70% of teachers will use student data to collaboratively plan.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	i-Ready Diagnostics will be assessed and analyzed twice a year in ELA and Math. District Science Summative assessments will be analyzed as part of collaborative planning. Teacher surveys referencing collaborative planning.
Person responsible for monitoring outcome:	Alicia Kuntz-Murphy (kuntz-murphy.alicia@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Implementation of collaborative planning aligned to the 5E Model and standards aligned instruction for Science. As well as the use of BEST standards when planning in ELA and Math.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Collaborative planning will provide consistent opportunities for teachers to analyze and use student data to develop lesson plans that align to the standards. The adoption of a new Math curriculum creates a need for focused collaborative planning in order for implementation to be consistent. Collaborative planning will enable teachers to increase their comfort level with the 5E Model. Consistency in planning with the ELA curriculum will support student achievement.

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.

(T) Administration will provide professional development related to the new district adopted Math curriculum and BEST standards, the Science of Reading, and 5E model for science.

(T) Administration will provide collaborative planning opportunities for teachers to work with grade level and ESE teams to prepare and plan standards aligned instruction based on student data, using Brevard pacing guides for ELA, Math, and Science.

Person Responsible Roseann Bennett (bennett.roseann@brevardschools.org)

(T) All teachers, Title I personnel, and administration will meet to monitor data from results of ELA, Math, and Science assessments.

(T) Teachers will provide bi-weekly hands-on lessons.

(T) All K-5 teachers will use the REVEAL lesson block, and manipulatives daily.

Teachers will embed the MTRs daily as evidenced in lesson plans.

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

Students will complete all components of the new district adopted Math curriculum.

Students will participate in the 5E Model during Science lessons, with a focus on hands-on opportunities to include Science notebooks.

Teachers, administrators, and parents will meet to review student progress in Math and Science skills.

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

#3. Positive Culture and Environment specifically relating to Life Skills	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Data from discipline referrals and Youth Truth survey indicate a need for school-wide procedures to teach life skills, with a focus on building a school family. 2021-2022 Discipline referral data reflects that aggressive behaviors make up 42% of the total referrals. The January 2022 Youth Truth survey shows that culture (orderly, respectful classroom environment) is our lowest area; on a scale of 1-3, only 10% of students thought we had a strong culture.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	2022-2023 Discipline referral data will show aggressive behaviors making up 35% or less of the total referrals. The 2023 Youth Truth survey will show at least 20% of students reflecting a strong culture.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monthly data from behavior referrals will be analyzed and shared school-wide. Youth Truth data will be analyzed yearly.
Person responsible for monitoring outcome:	Nicole Pepin (pepin.nicole@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	PBIS and Conscious Discipline Utilizing the MTSS process for behavior with fidelity
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	A focus on research based strategies will support a positive school culture. Utilizing the MTSS process for behavior will support students with more intensive behavioral 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.

Monitoring of student data, behavioral and life skills data. Implementation of behavioral data meetings will be each month.

(T) Administration will provide professional development and materials for teachers related to Conscious Discipline.

Person Responsible   Roseann Bennett (bennett.roseann@brevardschools.org)

Small groups will be formed with students in need of life skills support to meet with a preferred adult for regulation.
Tier 2 interventions will be in place for students if they are given a third referral.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

~D3 i-Ready data from 21-22 shows that 33% of students in grades K-2 are not on track to score grade level or above on the statewide ELA assessment.

~Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

~21-22 FSA Data shows 65% of 3rd Graders, 55% of 4th Graders and 48% of 5th Graders scored proficient. (Levels 3-5)
~Increasing Primary Literacy Achievement so that gaps will not be as prominent in 3-5
~Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

• Short Term – From FAST-STAR-PM1 to PM2, literacy achievement of 50% of students will increase by one or more levels.
• Long Term - By the Spring 2023 FAST, literacy achievement of 75% of students will increase by one or more levels.

Grades 3-5: Measureable Outcome(s)

• Short Term – From FAST-STAR-PM1 to PM2, literacy achievement of 50% of students will increase by one or more levels.
• Long Term - By the Spring 2023 FAST, literacy achievement of 75% of students will increase by one or more levels.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

• PM 1, PM 2, FAST
• i-Ready D1 and D2
• Walkthroughs with feedback
• Benchmark Advance Assessments
• Intervention Data
• Intervention instruction to specifically target identified gaps

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Bennett, Roseann, bennett.roseann@brevardschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

• Explicit instruction
• Systematic instruction
• Scaffolded instruction
• Differentiated instruction
• Corrective Feedback

• Collaborative Planning
o Supports consistent, high-quality implementation of Benchmark Advance
o Allows for instructional strategies, resources, tools, and materials to be scaffolded and differentiated

• Lexia (Strong level of evidence)
o Aligns with PA, Phonics, Fluency, B.E.S.T. Standards
o Systematic and structured approach to the six critical areas of reading

• 95% Group (Strong level of evidence)
o Instructional materials and processes are geared towards struggling readers at student's lowest skill deficit
o Systematic and explicit instruction on foundational skills utilizing evidence-based practices

• i-Ready (Promising level of evidence)
o Formative data to differentiate instruction
o Helps educators accelerate growth and grade-level learning. Tools provide rigorous and motivating reading instruction.

• Benchmark Advance ~ Implementation of high-quality ELA instructional materials with fidelity supports the explicit instruction of phonemic awareness, phonics, fluency, vocabulary, and comprehension

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effectiveness for the target population as they are:

o B.E.S.T. Standards Aligned
o Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan
o Meet Florida's definition of evidence-based
o Systematic and/or Explicit
o Geared towards struggling readers with an emphasis on Foundational Skills such as Phonological Awareness and Phonics

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership 1. Establish Principal-Coach partnership to specify duties and activities of the coach and support. 2. Collaborate with content coaches before/after each planning. Literacy Coaching: 1. Lesson planning with teachers, modeling, co-teaching, engaging in reflective conversations, and engaging in data chats 2. Prepare for planning process and send teachers agenda, items, tasks, and other resources in advance for them to complete the pre-work Assessment 1. Teachers will use program assessments for foundational reading skills, along with DIBELS measures, PASI/PSI and/or Running Records to monitor reading skills development. 2. Define performance criteria based on assessment data that prompts Tier 2 and/or Tier 3 interventions for students not meeting expectations/benchmarks 3. Data chats will occur regularly around Benchmark Advance Assessments, i-Ready, FAST, and intervention OPM Professional Learning 1. Literacy Coaches will provide job-embedded PD and side by side coaching 2. Time is provided for teachers to meet weekly for professional development	Luznar, Gayle, luznar.gayle@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.

Croton provides opportunities for parents, families, and community stakeholders to be involved in the decision making process regarding our Title I program. Events are planned to provide families with assistance in understanding state standards and student achievement. Croton hosts events that allow families to learn how to support their children at home by building connections between home and school.

Survey results include the Youth Truth for students in grade 3-6. Our strength (88%) is in Engagement and an area of concern is Culture (10%). 39% of students feel their peer are disrespectful in class. Similarly, according to the INSIGHT survey data, only 19% of teachers feel interactions between students and adults are respectful. Part of the concern is consistent expectations and consequences for student behaviors is only 30%.

The INSIGHT survey results also indicate that teachers feel we need more collaborative planning, as only 63% meet at least weekly with teachers and leaders at to improve instructional plans based on student responses to tasks. However, when collaborative planning is taking place, it is productive (84%). Similarly, the Title I Teacher Survey feedback indicated a need for more support with planning and implementing the new curriculum.

Parent surveys indicated communication is an area that needs improvement and this year, when paper copies of newsletters are sent out, the school will send a digital copy of it out via email, BlackBoard, and FOCUS as well.
Another suggestion was to have a FOCUS session so that parents can set up their FOCUS account and learn the various components of it as a communication tool.

Families and stakeholders are given the opportunity to evaluate the Title I program and offer feedback for changes.

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

Teachers- Follow CARE expectations and Conscious Discipline plans, ensure that information sent home is translated for families, communicate with families regarding student progress in all areas (academics and behavior), provide input when given the opportunity

Staff- Follow CARE expectations and Conscious Discipline plans, assist with on-site translations when needed, provide input when given the opportunity

Title I Team- Follow CARE expectations and Conscious Discipline plans, provide information regarding family engagement opportunities, host family engagement events

Families- Attend informational sessions, communicate with teachers, reinforce positive strategies at home

Students- follow CARE expectations and utilize Conscious Discipline language and skills.

Leadership Team- Follow CARE expectations and Conscious Discipline plans, support faculty and staff by providing coaching and training opportunities as well as materials to support implementation, model Conscious Discipline strategies at faculty meetings, provide connection opportunities for faculty and staff

Community Members- Support school events, provide input when given the opportunity