

Brevard Public Schools

Apollo Elementary School



2022-23 Schoolwide Improvement Plan

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Apollo Elementary School

3085 KNOX MCRAE DR, Titusville, FL 32780

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

Demographics

Principal: Aimee Dilago M

Start Date for this Principal: 7/1/2022

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* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (41%) 2018-19: B (54%) 2017-18: B (54%)
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	49%

School Grades History

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

To educate all students with excellence as the standard, working together in a safe professional learning community.

Provide the school's vision statement.

To inspire all children to learn at their highest potential, preparing them for tomorrow's global expectations.

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
DiLago, Aimee	Principal	<p>To ensure that all students feel safe in an environment of mutual respect and trust.</p> <p>To be the school's primary instructional leader.</p> <p>To ensure that students are receiving the best possible education at all times by ensuring that excellent instruction is taking place in every classroom from kindergarten through sixth grade.</p> <p>To lead student progress meetings.</p> <p>Oversees and monitors schoolwide data.</p> <p>Meets with teachers weekly using MTSS and Data chats to increase learning gains for all students.</p> <p>Lead and provide feedback in the classroom "learning walks" with the admin team,</p> <p>Meets with SAC once per month to gain stakeholder input and promotes student/family engagement activities.</p>
Landress, Jennifer	Assistant Principal	<p>To ensure that all students feel safe in an environment of mutual respect and trust.</p> <p>To be the school's secondary instructional leader.</p> <p>To ensure that students are receiving the best possible education at all times by ensuring that excellent instruction is taking place in every classroom from kindergarten through sixth grade.</p> <p>To help lead weekly GLM.</p> <p>To oversee the ESOL program</p> <p>504 contact.</p> <p>To oversee schoolwide testing.</p> <p>To oversee the Conscious Discipline program.</p> <p>To oversee MTSS professional development.</p> <p>To oversee schedules.</p> <p>To oversee dismissal.</p>
Wise, Trelawney	Assistant Principal	<p>To ensure that all students feel safe in an environment of mutual respect and trust.</p> <p>To ensure that students are receiving the best possible education at all times by ensuring that excellent instruction is taking place in every classroom from kindergarten through sixth grade.</p> <p>To help lead weekly GLM.</p> <p>To oversee science instruction.</p> <p>To oversee ASP program for science, reading and math.</p> <p>To oversee schedules.</p> <p>To oversee new teacher induction program.</p>
Kennedy-Thibideau, Phyllis	Other	<p>Title 1 Coordinator, Literacy Interventionist, and Parent and Family Involvement Coordinator. Identifies systematic patterns of student needs to identify</p>

Name	Position Title	Job Duties and Responsibilities
		<p>appropriate and evidenced-based intervention strategies. Leading professional development, monitoring i-Ready fidelity, passage rates, and data development for progress monitoring. Monitor Tier 2 and Tier 3 interventions, communicate MTSS data with Literacy Coach, School Psychologist and Support Specialist, and attend weekly leadership team meetings and weekly GLM. SIT school contact.</p>
Gross, Minnie	Instructional Coach	<p>Provide English Language Arts professional development to instructional staff to address the needs of all learners. Facilitate discussions that analyze data and drive instructional delivery to meet the standards. Utilize the coaching cycle to observe and provide feedback to instructional staff. Provide input in the MTSS process to ensure fidelity of strategies for at-risk students.</p>
Thornton, Kim	Other	<p>Title 1 Coordinator, Literacy Interventionist, and Parent and Family Involvement Coordinator. Identifies systematic patterns of student needs to identify appropriate and evidenced-based intervention strategies. Leading professional development, monitoring i-Ready fidelity, passage rates, and data development for progress monitoring. Monitor Tier 2 and Tier 3 interventions, communicate MTSS data with Literacy Coach, School Psychologist and Support Specialist, and attend weekly leadership team meetings and weekly GLM.</p>

Demographic Information

Principal start date

Friday 7/1/2022, Aimee Dilago 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.*

5

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

60

Total number of students enrolled at the school

720

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

13

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

26

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	0	124	115	110	127	97	122	0	0	0	0	0	0	695
Attendance below 90 percent	0	61	51	38	40	33	50	0	0	0	0	0	0	273
One or more suspensions	0	7	9	4	7	2	16	0	0	0	0	0	0	45
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	37	26	50	0	0	0	0	0	0	113
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	55	35	71	0	0	0	0	0	0	161
Number of students with a substantial reading deficiency	0	0	7	14	21	17	42	0	0	0	0	0	0	101

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	8	14	5	52	30	71	0	0	0	0	0	0	180

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	11	17	9	16	3	5	1	0	0	0	0	0	0	62
Students retained two or more times	0	0	0	2	1	3	2	0	0	0	0	0	0	8

Date this data was collected or last updated

Wednesday 7/13/2022

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	118	118	106	120	91	118	101	0	0	0	0	0	0	772
Attendance below 90 percent	43	25	30	26	40	28	36	0	0	0	0	0	0	228
One or more suspensions	18	11	12	9	14	19	10	0	0	0	0	0	0	93
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	7	13	18	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	18	25	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	13	5	8	18	13	17	18	0	0	0	0	0	0	92
LEVEL 1 ON 2021 FSA ELA	0	0	0	7	21	38	22	0	0	0	0	0	0	88
LEVEL 1 ON 2021 FSA MATH	0	0	0	7	28	42	37	0	0	0	0	0	0	114
	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	6	2	5	2	6	7	3	0	0	0	0	0	0	31

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	13	6	7	2	1	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	2	1	3	1	0	0	0	0	0	0	7

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	118	118	106	120	91	118	101	0	0	0	0	0	0	772
Attendance below 90 percent	43	25	30	26	40	28	36	0	0	0	0	0	0	228
One or more suspensions	18	11	12	9	14	19	10	0	0	0	0	0	0	93
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	7	13	18	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	18	25	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	13	5	8	18	13	17	18	0	0	0	0	0	0	92
LEVEL 1 ON 2021 FSA ELA	0	0	0	7	21	38	22	0	0	0	0	0	0	88
LEVEL 1 ON 2021 FSA MATH	0	0	0	7	28	42	37	0	0	0	0	0	0	114
	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	6	2	5	2	6	7	3	0	0	0	0	0	0	31

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	13	6	7	2	1	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	2	1	3	1	0	0	0	0	0	0	7

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	47%	61%	56%				59%	62%	57%
ELA Learning Gains	52%						59%	60%	58%
ELA Lowest 25th Percentile	33%						53%	57%	53%
Math Achievement	40%	49%	50%				59%	63%	63%
Math Learning Gains	48%						62%	65%	62%
Math Lowest 25th Percentile	44%						50%	53%	51%
Science Achievement	25%	60%	59%				34%	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	65%	64%	1%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	63%	61%	2%	58%	5%
Cohort Comparison		-65%				
05	2022					
	2019	40%	60%	-20%	56%	-16%
Cohort Comparison		-63%				
06	2022					
	2019	66%	60%	6%	54%	12%
Cohort Comparison		-40%				

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	59%	61%	-2%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	66%	64%	2%	64%	2%
Cohort Comparison		-59%				
05	2022					
	2019	39%	60%	-21%	60%	-21%
Cohort Comparison		-66%				
06	2022					
	2019	70%	67%	3%	55%	15%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	56%	-23%	53%	-20%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-33%				

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	14	21	17	17	27	28	6				
ELL	10										
BLK	32	45	37	18	47	50	12				
HSP	44	41	18	40	35	15	21				
MUL	55	84		37	59						
WHT	54	54	20	51	51	47	28				
FRL	39	48	35	31	42	43	17				
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	16	41	31	15	46	52	16				
BLK	24	33	24	19	36	32	35				
HSP	60	67		46	41						
MUL	60	57		51	48		45				
WHT	62	64	41	61	55	71	62				
FRL	43	48	33	37	43	44	39				
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	30	49	47	32	47	38	16				
ELL											
BLK	43	52	38	37	54	45	23				
HSP	55	64	62	51	67	64	25				
MUL	57	54		52	58						
WHT	68	62	68	73	66	48	46				
FRL	51	58	52	50	58	53	25				

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	10
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	31

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	59
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	44
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	36
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?

Looking at the trends across all grade levels, subgroups, and core content areas over the last three years Apollo has continued to decrease in all subject areas.

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

ELA Proficiency has declined from previous years. 21-22 FSA Data shows 66% of 3rd Graders, 47% of 4th Graders 65% of 5th Graders scored below grade level. 21-22 D3 i-Ready data shows 52% of students in grades K-2 are not on track to score on or above grade level on the statewide ELA assessment. Long Range Planning will be utilized as a time to collaborate and plan to ensure the curriculum is providing students targeted grade level material/text in hand during core instruction. (T)

Science Proficiency Scores have decreased from 53% in 2021 to 24% in 2022. This data demonstrates the need to focus on Science Instruction. Time has been created in the Master schedule for science in K-6 and STEM has been added to the activity wheel. K-6 Tier 1 instruction will include more infusion of Science throughout the week during ELA instruction along with additional online resources. (T)

Math Achievement declined in 3rd through 5th grade last year. 21-22 FSA Data shows that 71% of 3rd graders, 58% of 4th graders, and 77% of 5th graders scored below grade level. Conversely, 67% of 6th graders scored on or above grade level. 21-22 D3 i-Ready data shows that 96% of K-2 students are working below grade level in math. (T)

Grade Level Meetings, professional development opportunities (T), and walkthroughs will strengthen the implementation integrity in ELA and the new math curriculum.

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 were loss of content instruction, not filling the gaps of lost instruction, and lack of teachers teaching the required curriculum with fidelity. Data collected from the 6th grade cohort indicates that high-quality Tier 1 instruction can improve the number of students making learning gains and closing deficiency gaps. Additionally, more frequent administrative observations in classrooms during core instruction to determine gaps in teacher knowledge and provide coaching assistance as well as professional development opportunities (T).

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

6th grade continues to show the most improvement in reading and math consistently over time.

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

The 6th grade team sets high expectations and clearly communicates those expectations for all students while creating positive, warm relationships with their students. Research shows 1.29 effect size which indicates that teachers know their students and know that they are capable of reaching the expectations. Departmentalized, Collective teacher efficacy: Research shows 1.57

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

To accelerate learning, professional development opportunities will be provided to support the ELA curriculum and the newly adopted math curriculum(T). PENDA will be implemented to strengthen science instruction. PENDA Reports/Data will be utilized to drive instructional needs(T). Monthly MTSS Meetings will be conducted to monitor and target Intervention based on areas of deficiency and to identify students in need of intensive small group instruction(T). District Assessments will be conducted to make instructional decisions and identify students in need of small group instruction for remediation of skills.

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.

Based on the contributing factors and strategies identified to accelerate learning, the following professional development opportunities will be provided:
Benchmark Advance/Universe (Kinder-5th) and SAAVAS (6th Grade) - ELA Curriculum (T)
ReVeal (Kinder-5th) and EdGems (6th Grade) - Math Curriculum (T)

Conscious Discipline (SEL Initiatives) - Improve attendance/support the emotional needs of students (T)
MTSS - Intervention/Small Group Instruction (T)

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

Intentionality to impact students based on student data (money, people, time) - Title 1 Plan to include supporting student instruction; Plethora of resources to utilize during academic instruction; Intervention to occur daily to close academic gaps; Looking at data during Grade Level Meetings to address the individual needs of students to drive instruction

Services to include:

Conscious Discipline School (T)

Revamping our PBIS (T)

Science:

PENDA

Generation Genius (T)

ELA Curriculum:

Intervention Resources:

Lexia (T)

LLI (T)

95% (T)

Math Curriculum:

Intervention Resources:

Manipulatives: digital and hands-on (T)

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Early Warning Systems

The following data represents the Referrals by Grade Level during the 2021-2022 School

Year: 98 students received 293 referrals

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

Kindergarten: 43 Referrals 7 Students
 1st Grade: 51 Referrals 16 Students
 2nd Grade: 22 Referrals 12 Students
 3rd Grade: 51 Referrals 18 Students
 4th Grade: 12 Referrals 7 Students
 5th Grade: 81 Referrals 24 Students
 6th Grade: 33 Referrals 13 Students

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

During the 2022-2023 school year, we will decrease the number of office referrals and SESSIR incidences.
 We will decrease the amount of SESSIR incidences to 10 or fewer. (T)
 Office-managed referrals will be decreased by 25%. (T)

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

Monitoring:
 * Data Analysis (Monitor Reports--RTI B monthly)
 * Classroom Walkthroughs/Feedback
 *Monitor classroom referrals weekly
 *Risk ratio report monthly

Person responsible for monitoring outcome:

Aimee DiLago (dilago.aimee@brevardschools.org)

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

Utilizing PBIS, we will increase our Tier 1 and Tier 2 supports to support our students. Conscious Discipline will be implemented to support the SEL needs of our students (T). Social-emotional learning involves teaching the whole child. It focuses on developing the social skills and emotional awareness of a child. We have set time in the master schedule to devote to teaching SEL exclusively.
 Conscious Discipline evaluates its effectiveness in many ways. Practitioners, independent researchers, and Loving Guidance, LLC. have conducted many quantitative and qualitative research studies. Study designs and methodologies include action research conducted by teachers, school-based data collection including observations and surveys, pre- and postimpact studies, and quasi-experiment.
 RESEARCH SHOWS THAT CONSCIOUS DISCIPLINE:
 Improves the social and emotional skills of students and teachers
 Increases student academic readiness and achievement
 Improves the quality of student-teacher interactions
 Improves school climate
 Decreases impulsivity and hyperactivity in “difficult” students

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

Student behavior impacts all students in the classroom. In order to continue to improve the achievement of all students, we must work to improve behaviors that impact the environment.(T) The Rtl:B database indicates that our students display behaviors such as physical aggression, classroom disruption, and willful disobedience. "PBIS is not a solitary program - it is the integration of many effective strategies and programs that create a MultiTiered System of Supports (MTSS) for behavior. With an overarching emphasis on using data to determine the effectiveness of its techniques, PBIS reflects the application of explicit values and evidence-based practices to build an MTSS that is practical, durable, and available to all." (Florida PBIS Project) Conscious Discipline is a research-based comprehensive self-regulation program that combines social and emotional learning with discipline and guidance. Built on a foundation of current brain research, the School Family™ is constructed from safety, connection, and problem-solving.

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.

PBIS Team will provide professional development for staff during pre-planning and as needed throughout the year. Professional Develop will be provided on using the PBIS Rewards (T).

Person Responsible Kimberly Turner (turner.kimberly@brevardschools.org)

Grade Level Representatives will participate in monthly PBIS Meetings to review student data, discuss students in Tier 2 interventions and their data, and identify students needing Tier 3 supports.

Person Responsible Kimberly Turner (turner.kimberly@brevardschools.org)

Teachers will complete Conscious Discipline training and books (T) to become more aware of our reactions and approaches to discipline situations.

Person Responsible Aimee DiLago (dilago.aimee@brevardschools.org)

Teachers will work with Administration and Guidance to create Behavior Intervention Plans as soon as behaviors are identified to track data and implement interventions to address individual behavioral needs

Person Responsible Aimee DiLago (dilago.aimee@brevardschools.org)

School-wide expectations SOAR (Safe, Owning it (responsibility), Active Learner, Respect Teachers and Staff need to utilize SOAR posters (T) and refer to them while going over the school-wide expectations. This will be a focus area during walkthroughs.

Person Responsible Aimee DiLago (dilago.aimee@brevardschools.org)

#2. 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. Student achievement in SSA - The percentage of our students that are proficient in Science has decreased from 53% in 2021 to 24% in 2022.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Science Proficiency will increase from 24% to 50%. These increases will bring us closer to the district and state percentages.

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

Monitoring:
 * Data Analysis (Monitor Reports and Assessments--Penda progress monitoring, District Assessments)
 * Classroom Walkthroughs/Feedback
 * Grade Level Meetings
 * Long Range Planning with grade levels 3-5

Person responsible for monitoring outcome:

Trelawney Wise
 (wise.trelawney@brevardschools.org)
 Grade-level teams will be focused on long-range planning, utilizing complex grade level material, evaluating aligned tasks, writing to the text, student support for skill deficits, common assessments, and analyzing data. Teams will consist of the grade level teachers, Title 1 supports (Teachers and IAs), ESE Teachers, Literacy Coach, District Content Specialist and Administration.

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

Through our GLTs, we will focus on the following influences on student achievement from John Hattie's work:
 Teacher Clarity - 0.75 effect size
 Teacher Estimates of Achievement: 1.44 ES
 Comprehensive instructional programs for teachers - 0.72 ES
 Scaffolding - 0.58 ES

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

Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skills utilizing quality materials. This strategy, when paired with administration walkthroughs, immediate feedback and common assessments can yield great results for all learners.

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.

- STEM (T) will be added to the Activity Wheel and will help provide support to students and staff.
- Teachers will plan collaboratively with the grade-level team and STEM teacher (T) using the standards-aligned science resources created by the district. This collaboration will aid in increasing standards-based instruction and deeper science knowledge for all students.

- Teachers will use consistent feedback from coaches and administrative observations to improve classroom instruction.
- Addition of Generation Genius (schoolwide) and PENDA for science interactive instruction grades 3rd - 5th. (T)

Person Responsible

Trelawney Wise
(wise.trelawney@brevardschools.org)

- Teachers will utilize district science assessments as teaching tools for data chats and test-taking skills after completing the assessment.
- Teachers will utilize Generation Genius as an integrated resource to enhance the core curriculum. (T)
- Use of the 5 E Model, The 5E learning cycle leads students through five phases: Engage, Explore, Explain, Elaborate, and Evaluate.
- District Content Specialist will visit the school quarterly for walkthroughs and GLM.

Person Responsible

Aimee DiLago
(dilago.aimee@brevardschools.org)

- Teachers will utilize district science assessments as teaching tools for data chats and test-taking skills after completing the assessment.
- Teachers will utilize Generation Genius as an integrated resource to enhance the core curriculum. (T)
- Use of the 5 E Model, The 5E learning cycle leads students through five phases: Engage, Explore, Explain, Elaborate, and Evaluate.
- District Content Specialist will visit the school quarterly for walkthroughs and GLM.

Person Responsible

Aimee DiLago
(dilago.aimee@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.

Teacher learning and growth are dependent upon frequent interaction, dialogue, and reflection between themselves, instructional coaches, and administrators

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

School-wide math scores will increase as a result of teachers collaboratively planning and the implementation of standards-based instruction in all classrooms for all students with the utilization of the new math program. In 2022, 48% of students scored a learning gain, and 40% of students were proficient on the Math FSA. The goal for 2023 is to increase students showing a learning gain to 60% and students meeting proficiency to 50%. In 2022, 44% of students in the lowest 25% category scored a learning gain. The goal for 2023 is to increase students in this category to a 60% learning gain.

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

Teachers will monitor student progress on the iReady Math Diagnostic three times per year. Teachers in Grades K-5 will monitor student progress utilizing the Unit Assessments or Performance Tasks (1st grade). Teachers in Grade 6 will monitor student progress utilizing Unit Quick Checks.

Person responsible for monitoring outcome:

Jennifer Landress (landress.jennifer@brevardschools.org)

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

Teachers will strengthen Tier one instruction using the new math program with fidelity to ensure mastery of the grade level standards and the problem-solving process during whole-class instruction, monitoring and reflecting on the problem-solving process, and teacher collaboration to identify multiple problem-solving strategies. In addition, teachers will utilize the i-Ready reports available on prerequisite materials for small group instruction, remediation, and/or acceleration and intervention. We will promote more inclusion opportunities for students with disabilities through Math in general education classrooms.

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

By assisting students at the Tier one level in monitoring and reflecting on the problem-solving process, teachers are able to teach students to use visual representations to solve problems, thus strengthening overall computation and conceptual knowledge.

By providing all students, including those with disabilities, the opportunity of a least restrictive environment, this student population will be exposed to grade level content with their on grade level peers.

Action Steps to Implement

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.

The administration will provide professional development for teachers related to the new math curriculum and iReady. The 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. Students will complete all components of the new math curriculum to promote balanced and rigorous instruction content.

Person Responsible Aimee DiLago (dilago.aimee@brevardschools.org)

Standards-based planning sessions, facilitated by the District Math Coach biweekly.

Person Responsible Aimee DiLago (dilago.aimee@brevardschools.org)

Compare iReady performance data to discover trends, identify students, and ensure ongoing iReady participation for ongoing support through remediation or extension in teacher PLC meetings.

Person Responsible Aimee DiLago (dilago.aimee@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

I-Ready End of Year Data:

K: 52% On Grade level or Mid or Above Grade Level

- 1: 31% On Grade level or Mid or Above Grade Level
- 2: 37% On Grade level or Mid or Above Grade Level

- D3 i-Ready data from 21-22 shows that 52% 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 3 or above proficiency levels by grade level:

- 3rd: 34%
- 4th: 53%
- 5th: 35%

21-22 FSA Data shows

- 66% of 3rd Graders,
 - 47% of 4th Graders
 - 65% of 5th Graders
- scored below grade level. (Levels 1 and 2)

- Increasing Primary Literacy Achievement so that gaps will not be as prominent in 3rd through 5th grades
- 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 will increase by 30%.
- Long Term - By Spring 2023 FAST, literacy achievement will increase to 60% of students at or above grade level.

Grades 3-5: Measureable Outcome(s)

- Short Term – From FAST-STAR-PM1 to PM2, literacy achievement will increase by 30%.
- Long Term - By Spring 2023 FAST, literacy achievement will increase by 60%

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
- o Intervention instruction to specifically target identified gaps (T)

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

DiLago, Aimee, dilago.aimee@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. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- o Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- o Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- o Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

- Scaffolded instruction
 - o Intentional, temporary support
 - o Open-ended questions, prompts, and cues, breaking down into smaller steps, visual aids, examples and/or encouragement
 - o Gradual release
- Lexia (T)
 - o Aligns with PA, Phonics, Fluency B.E.S.T. Standards
 - o Systematic and structured approach to the six critical areas of reading
 - o Science of Reading
- 95% Group (T)
 - o Aligns with B.E.S.T. Standards and the Foundational Benchmarks under PA
 - o Instructional materials and processes are geared toward struggling readers and permit teachers to begin instruction at student's lowest skill deficit, with a focus on PA and Phonics
- 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
- i-Ready
 - o Universal screener data is used to start data conversations at the school level
 - o Formative data used to differentiate instruction

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 a proven record of effectiveness for the target the population as they are:

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

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
<ul style="list-style-type: none"> • Literacy Leadership: <ul style="list-style-type: none"> o Define roles and responsibilities of team members before, during, and after common planning sessions. o Develop content area Planning Protocols that will delineate expectations for benchmark-aligned instructional practices. o Establish a Principal-Coach partnership agreement to specify the duties and activities of the coach and how the Principal will provide support). • Literacy Coaching: <ul style="list-style-type: none"> o Lesson planning with teachers, modeling, co-teaching, engaging in reflective conversations, and engaging in data chats o During planning, focus on teacher clarity, instructional model, strategies, questioning and assessments that align with the benchmark(s) and will support learning. • Professional Learning <ul style="list-style-type: none"> o Literacy Coaches will provide job-embedded PD and side-by-side coaching o Identify mentor teachers and establish model classrooms o Maximize time for PD by infusing small chunks during grade level data and planning sessions • Assessment <ul style="list-style-type: none"> o Data chats will occur regularly around Benchmark Advance Assessments, i-Ready, FAST, and intervention OPM 	<p>DiLago, Aimee, dilago.aimee@brevardschools.org</p>
<p>Administration and coaches will utilize walkthrough tool aligned to the school improvement gap analysis to monitor and provide actionable feedback to teachers.</p> <p>Literacy Leadership</p> <ul style="list-style-type: none"> -Review data biweekly from the classroom walkthrough tool -Identify schoolwide trends to address with professional development during grade level meetings <p>Literacy Coaching</p> <ul style="list-style-type: none"> -Analyzing walkthrough data, coaches will determine if levels of support were properly tiered. -Provide additional support if data indicates a need -Co-teaching or Modeling as data indicates <p>Assessment</p> <ul style="list-style-type: none"> -Analyzing assessment data to determine the impact of trend data <p>Professional Learning</p> <ul style="list-style-type: none"> -Literacy Coach will provide job-embedded PD and side-by-side coaching -Literacy Coach and the Leadership team provide professional development in both content and strategy to address walkthrough trend data 	
<p>Literacy Leadership</p> <ul style="list-style-type: none"> -LLT will monitor data specific to ESSA identified subgroups -Review of intervention data to determine impact -Instructional adjustments made to support student growth 	<p>DiLago, Aimee, dilago.aimee@brevardschools.org</p>

Action Step	Person Responsible for Monitoring
Literacy Coaching -Literacy Coaches providing professional development on intervention materials -Coaches will observe intervention instruction	
Assessment -Data reviewed consistently to determine growth and continued need -Intervention groupings updated consistently	
Professional Learning -Professional Development ongoing to support programmatic implementation and student impact	

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.

Several key sources of data were utilized when planning for the 2021-2022 school year, which includes school-wide parent surveys, faculty "insight surveys" and a student survey called "youth truth." These data sets were invaluable when looking at the various areas of culture and promoting a positive learning environment.

- The parent survey results indicated a positive response in the following categories: Feeling welcome at school (87.50% yes), effectiveness of school's information being sent online (76.89% received via email), our families feel that our office staff are polite and helpful in answering any questions or concerns (75.71%), and our families are satisfied with the relationship and communication that they have with their child's principal (71.10%). Areas of improvement included: Increase in parent/teacher communication, more resources relating to classroom assistance, and utilize various means of technology for parent engagement and feedback. Focus areas for improvement planning include ensuring that our school website is current and easy to navigate with take home parent resources. (T)
- Student data from our "Youth Truth" survey indicate that we were below the average for BPS in the following categories: Academic Challenge and Belonging. These focus areas will be addressed with the reinforcement of standards-aligned instruction and acceleration, raising the level of rigor in daily instruction, connecting classroom instruction to real-world applications, and ensuring students are participating authentically and purposefully in the school environment. Monthly department meetings will include specific action analyses of these standards and ensure that items are being addressed. Additionally,

student leaders will meet with school administration each semester to gain further insight into which practices are most effective as viewed by the students. The highest ratings on the "Youth Truth" student survey were in the areas of Engagement and Relationships. Our students indicate that they know their teachers want them to do their best in their classwork, and they know that their teachers care about them.

Additionally, we will implement Sanford Harmony and Conscious Discipline, both research-based SEL curriculums, to provide targeted instruction to help ease the impact of COVID19's emotional hardships and other traumatic events. (T)

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

Engaging ALL Stakeholders

- The school engages families, students, community members and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction. (T)
- Teachers communicate high expectations for all students (e.g., "All students are college material"). Teachers meet in Grade Level Meetings weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done. (T)

The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students.

- Leaders demonstrate how those beliefs manifest in the school building. For example:
- Collaborative planning is solutions-oriented and based on disaggregated data
- Student work is displayed throughout the school

The administration ensures that teachers have resources, training, and ongoing support to meet them and provide frequent, constructive feedback, and, actively make themselves available to teachers and staff.(T) The leadership team actively solicits staff feedback on school-wide procedures and creates opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests.

- A clear code of conduct for students and adults with input from students, families, and school personnel has been created. Such as, establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and providing ongoing training and feedback to teachers on implementing these approaches.

School Advisory Council (SAC) - The school has established an infrastructure to support family and community engagement, such as a School Advisory Council (SAC). It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students, and follow up with what's being done as a result. We also ensure that the logistics of parent/teacher conferences and

other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for the school to intentionally engage with families of historically under-served students (e.g., by providing opportunities for small-group conversations with school leaders).