Tropical Elementary School

2022-23 Schoolwide Improvement Plan

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Tropical Elementary School

885 S COURTENAY PKWY, Merritt Island, FL 32952

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

Demographics

Principal: Neleffra Marshall A   Start Date for this Principal: 6/30/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (71%) 2018-19: A (67%) 2017-18: A (67%)
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	No	51%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Inspiring, Leading and Learning.

Will revisit in 2023.

Provide the school's vision statement.

To foster an atmosphere that inspires young people to become lifelong learners and positive collaborators through engaging instruction, equipping them with enduring academic and social understandings necessary for a fulfilling, successful future.(revisited 2019)

Will revisit in 2023.

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

Demographic Information

Principal start date
Thursday 6/30/2022, Neleffra Marshall A

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
11

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.*
6

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school

655

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.

6

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	103	74	90	86	114	94	0	0	0	0	0	0	561
Attendance below 90 percent	0	29	10	22	18	30	26	0	0	0	0	0	0	135
One or more suspensions	0	2	0	2	5	7	5	0	0	0	0	0	0	21
Course failure in ELA	0	0	0	0	0	1	1	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	1	1	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	9	6	9	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	25	22	9	6	0	0	0	0	0	0	62
Number of students with a substantial reading deficiency	7	3	12	11	9	15	9	0	0	0	0	0	0	66

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	0	2	2	1	0	0	0	0	0	0	0	0	5

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	1	7	5	0	1	1	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 6/27/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	4	1	9	13	16	16	0	0	0	0	0	0	61

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	16	3	1	1	0	2	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	4	1	9	13	16	16	0	0	0	0	0	0	61

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	16	3	1	1	0	2	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	72%	61%	56%				72%	62%	57%
ELA Learning Gains	75%						67%	60%	58%
ELA Lowest 25th Percentile	66%						59%	57%	53%
Math Achievement	66%	49%	50%				71%	63%	63%
Math Learning Gains	75%						74%	65%	62%
Math Lowest 25th Percentile	62%						61%	53%	51%
Science Achievement	78%	60%	59%				66%	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	39	62	46	39	63	45	50				
BLK	45			27							
HSP	58	78		58	70						
MUL	73	67		71	72						
WHT	74	76	62	67	75	71	78				
FRL	63	68	63	52	63	52	69				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	47	48	40	38	55	52	26				
ELL	55	55		45	73						
BLK	33	50		33	50						
HSP	64	54	31	62	71	75					
MUL	68	50		78	79						
WHT	76	72	70	74	75	60	67				
FRL	62	64	58	57	68	61	56				

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	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	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	36
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	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	71
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	72
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

-According to iReady progress monitoring, students are consistently making progress towards grade-level proficiency in each grade level, across both ELA and Math. One trend that is identifiable within our African American subgroup is that they made gains from Fall to Winter on the iReady Diagnostic, but the percent of grade-level proficiency from the Winter to Final Diagnostic remained the same (48%).
-On FSA, from 2021 to 2022, overall achievement levels in ELA increased from 65% to 72% proficiency, and ELA learning gains went from 68% to 75%. FSA Math achievement increased from 60% to 66% proficiency, and math learning gains increased from 64% to 75%. Science achievement increased from 62% to 78% proficiency. The percentage of students making learning gains increased by seven points in ELA and increased by 11 percentage points in Math. Additionally, the lowest 25% of students making learning gains increased from 55% to 66% in ELA and 50% to 62% in Math.
-Overall Trends: FSA indicates that there is a deficit in student achievement on statewide assessments between 2021 and 2022 school years within the African American subgroup. iReady shows that students made growth within the 2021-2022 school year and that progress towards mastery of grade level standards in both Math and ELA subject areas occurred.

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

-Based on 2022 FSA data, the greatest needs for improvement are to increase the overall achievement levels for students in Math, the overall achievement levels for the African American subgroup in ELA and Math, and the overall achievement levels for the lowest 25% in both ELA and Math.
-Overall achievement for students on the ELA FSA for the African American subgroup was 45.4% proficiency. For Math FSA, the African American subgroup had 27.3% proficiency. This was below the District and State averages. In addition, overall achievement for students on ELA and Math FSA show African Americans with a 36% federal index.
-On ELA FSA, 66% of the lowest 25% had an annual learning gain in 2022. On 2022 Math FSA, 62% of the lowest 25% had an annual learning gain.
-In addition to the concern of achievement levels for the African American subgroup and lowest 25%, there should be a strong focus for improvement with all students making learning gains in Math. On the 2022 Math FSA, overall proficiency was at 66%.

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:
-Inconsistency of communication between school stakeholders and parents had a big impact on schoolwide data. This inconsistency prohibited us from implementing some of the strategies and action steps to increase student achievement with the overall population and within specific subgroups.
-Another contributing factor is inconsistent focus on our targeted subgroups' progress. We have procedures in place, but there needs to be more frequent attempts to ensure that these subgroups are being focused on and monitored with fidelity.
New Actions:
-Parents need more opportunities to interact and engage with teachers and students face to face through parent workshops and academically focused nights. We plan to implement Literacy and Math Nights to increase parent and student engagement as well as provide strategies for parents to successfully help their students at home.
-For our African American and lowest 25% subgroups, we plan to implement a "Lunch Bunch" with those students. An informal survey will be used to assess their needs in Math and how we can help them increase their achievement.
-To increase ELA achievement for these subgroups, we will create a mentoring program that will allow mentors to tutor students in reading fluency and comprehension.
-During math instruction, teachers will plan activities that use math manipulatives to help increase overall math achievement.
-Each teacher will be responsible for meeting with students individually to create learning goals based on PM 1 scores. Teachers will continue to meet throughout the school year to help students keep track of their progress.

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

Progress Monitoring Data:
-Based off of progress monitoring data, the data components that showed the most improvement were students meeting proficiency in first grade on their ELA iReady Diagnostic. First grade students went from 27% to 87% proficiency from the Fall to the Spring. Additionally, the same group of students increased their overall math proficiency from 19% to 76% from Fall to Spring. Within our subgroups, our FRL students increased from 25% to 61% on their iReady Math from the Fall to the Spring.
State Assessments (FSA):
-On our statewide assessments, 75% of students made learning gains on the 2022 ELA FSA, compared to 68% of students that made learning gains on the ELA component of FSA in 2021. On the Math FSA, learning gains went from 64% to 75% from 2021 to 2022.

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

Contributing Factors:
-For iReady Diagnostics, Tropical took actions to set the tone for the testing environment, ensure accommodations were provided, and emphasizing to students the importance of doing their best. In addition, teachers conferenced with students to reflect on prior assessment data and goalsetting for upcoming diagnostic assessments.
-Through our ASP program and intervention time, there was a strong emphasis on skill deficits and grade-level standards/benchmarks. This was a contributing factor to our increase in learning grains for both ELA and Math FSA.
New Actions:
-This year we will have more progress monitoring data throughout the school year to determine skill deficits in students. This will assist all stakeholders in identifying appropriate interventions for students as

well as reteaching specific skills/benchmarks to bridge the learning gaps for students that need extra support. Students that master grade level benchmarks will work on high order thinking projects to show mastery in more than one area of content at a time.

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

-School-based SMART Time- This time is allotted to each grade level where individual needs of students will be met. Teachers will use this time daily to provide Tier 2 and Tier 3 interventions to address learning gaps. Through SMART Time we will make sure our lowest 25% and African American subgroups are in the appropriate interventions and being monitored with fidelity.
-Enrichment Activities- Teachers will provide enrichment activities for all students exceeding grade level expectations in order to expand their knowledge and increase student engagement. SMART Time is a great time for those students to be engaged in enrichment. For our lowest 25% and African American subgroups, we need to target those students already meeting/exceeding grade level expectations to ensure that they make learning gains.
-Diagnosing Essential Missed Learning- The Leadership Team will work alongside grade levels to identify skill deficits in students in order to help close achievement gaps. Their progress will be consistently monitored through Team Chat meetings that occur weekly. Teachers, along side with coaches and administrators, will be able to use progress monitoring data to help guide the instruction of missed learning opportunities for students.
-Planning with Math Coach- Each grade level team will meet with our math coach monthly to assist with math instruction and incorporating new B.E.S.T math benchmarks to ensure unified implementation.

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

-Pre-Planning ELA PD- Teachers will attend breakout sessions on how to implement the curriculum with fidelity.
-Pre-Planning Math PD- Teachers will attend whole group and breakout sessions on how to implement the curriculum with fidelity. Teachers that attend bonus pre-planning PD will receive more in-depth training and will serve as resources for their grade level peers.
-iReady PD- When meeting with iReady personnel to plan for Tropical's personalized sessions, not only will we ask for a focus on data analysis in order to identify missed learning from previous years, but we will also request resources to support scaffolding in the classroom.
-Progress Monitoring PD- Teachers will learn to analyze reports on student growth and deficits to drive instruction and support students' academic achievement.
-Team Chats- During Team Chats, teachers will participate in meetings that guide them through the process of identifying gaps in learning and work with the IPST team to identify ways to effectively execute interventions, while following the pacing and curriculum guides for ELA instruction.
-School-based Professional Development- PD will be focused on scaffolding and how teachers can implement this into their classrooms to ensure all students are being exposed to complex, grade level texts. PD will also focus on differentiation of instruction, so that all students reach grade level benchmarks. During school-based PD in October through December, we will be focused on the core components of literacy instruction and how teachers can incorporate these best practices into daily instruction.

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

-SMART Time- Protected SMART Time for students to receive remediation, scaffolding and interventions, and enrichment as needed. Students will be put into tiered instruction groups based on progress monitoring data, and moved as needed to help close achievement gaps. The lowest 25% and African American subgroups will be a top priority. A system will be put in place to closely monitor their

progress.
-ASP- Academic Support Program will begin sooner this year in order to increase achievement and acceleration.
Highly effective teachers will continue to provide standards-based instruction to students enrolled in the program. Students will receive one-on-one or small group instruction with no more than five students at a time. Extra effort will be put forth to recruit students from our lowest 25% and African American subgroups. We want to make sure they are able to participate in this program.
-Math Curriculum and Pacing Guides- New pacing guides will be implemented with fidelity this year in order to strengthen our Tier 1 instruction for all grade levels.

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 B.E.S.T. Standards	
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 2022 FSA data, the greatest need for improvement is to increase the overall achievement levels for students in Math, both ELA and Math within the African American subgroup, and both ELA and Math for our lowest 25% subgroup. -Overall achievement for students on the Math FSA increased by 6 percentage points with 66% of students meeting proficiency. Overall achievement for students on the ELA FSA for the African American subgroup was 45.4% proficiency. For Math FSA, the African American subgroup had 27.3% proficiency. This was below the District and State averages. In addition, overall achievement for students on ELA/Math FSA show African Americans with a 36% federal index. On ELA FSA, 66% of the lowest 25% had an annual learning gain in 2022. On 2022 Math FSA, 62% of the lowest 25% had an annual learning gain.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Overall Math Achievement: On the Math component of FAST, overall student achievement will increase during PM1, PM2, and PM3. On the final PM3, students in grades 3-6 will be at 70% proficiency. Subgroup Achievement: We would like to see an increase in the African American subgroup from 27.3% proficiency in Math to 60% proficiency on PM 3. Additionally, We would like to see an increase in the African American subgroup from 45.4% proficiency in ELA to 70% proficiency on PM 3. With our lowest 25% subgroup we would like to see 70% of the subgroup make a learning gain in Math and ELA for PM 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	-Each teacher will discuss data with students individually and set personal goals. Students and teachers will be responsible for monitoring FAST and iReady math data through these conferences. -FSA and iReady data from 2021-2022 will be analyzed to form initial tiered instruction groups in the first few months of the school year. After PM1 in September and the first iReady Diagnostic in October, teachers can alter their intervention groups accordingly to best fit student needs. Intervention and Progress Monitoring data will be monitored through Tropical's MTSS and Overall School Data spreadsheet and discussed during Team Chat meetings. Special focus will be made to our lowest 25% and African American subgroups on this spreadsheet to ensure that they are showing growth.
Person responsible for monitoring outcome:	Neleffra Marshall (marshall.neleffra@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will provide feedback to students based on progress monitoring after PM 1 and PM 2. Teachers will conference with each student to set goals and promote feedback from students to help improve their own learning. Teachers will use collaborative planning to discuss commonly missed benchmarks, and create activities to reteach standards, or to provide enrichment as needed through classroom tasks and our GSP program. Teachers will use small group instruction to target specific skill deficits. Teachers will incorporate scaffolding in both math and ELA to reach the depth of the grade level benchmarks.
Rationale for Evidence-based Strategy: Explain the	According to John Hattie, the evidence-based strategies haves the following effect sizes on student learning: -Scaffolding 0.82 -Small Group Learning 0.49

rationale for selecting this specific strategy. **Describe the resources/ criteria used for selecting this strategy.**	-Providing Feedback (especially when students give feedback to teacher) 0.73 -Clear Goal Intentions 0.48 -Enrichment Programs 0.53 -Collective Teacher Efficacy 1.57 An effect size of 0.40 or higher is considered within the "Zone of Desired Effects."

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.

Administrators will monitor iReady data and usage along with Progress Monitoring data. During weekly Team Chat meetings, data will be discussed with grade level teams to determine student needs. Special focus will be made to the lowest 25% and African American subgroups. Teachers will be provided opportunities to share feedback of implementation of the B.E.S.T. standards and to collaborate with one another during these meetings in order to meet all student needs.

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

Administration will conduct classroom walkthroughs to look for scaffolding, small group instruction, teacher/student feedback, goal-setting, and enrichment opportunities.

Person Responsible   Karena Johnson-Blackwell (johnson-blackwell.k@brevardschools.org)

The Literacy Coach will meet monthly with grade level teams to assist during collaborative planning sessions.

Person Responsible   Lindsay Simon (simon.lindsay@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.

PARENT SURVEY
• The parent survey results indicated a positive response in the following categories:
-The office staff at my school is polite and helpful when answering my questions and concerns (87% yes)
-Parents receive information and resources about helping their child with their academic success (77% received online).
Areas of improvement included:

-Increase in parent/teacher communication
-More resources relating to classroom assistance
To increase parent/teacher communication teachers will provide weekly newsletters, phone calls, and email correspondence. Many parents have expressed difficulty with using Focus. Since this an important tool for school to home communication, we plan to host a Focus Night for parents to show them how to navigate this platform.
To provide more resources related to classroom assistance, we plan to host a parent literacy, math, and Positive Behavior Intervention System nights. During the fall semester, we will provide parents with a literacy informational resource night and a PBIS night. During the Spring semester we will host a math informational night for parents to collect resources to support their student's learning. Throughout Fall and Spring semesters, administration will have parent meet and greets to help parents understand their student's Progress Monitoring data.

YOUTH TRUTH SURVEY
• Student data from our "Youth Truth" survey indicate that our lowest rated areas were the following:
-Belonging and Relationships.
These focus areas will be addressed with the reinforcement of developing positive relationships with students and through implementation of PBIS and Conscious Discipline strategies. Monthly school wide meetings will include discussions on activities and specific action steps to improve student and teacher relationships. Randomly selected students from each grade level will meet with school administration each month to gain further insight into which practices are most effective as viewed by the students.

INSIGHT SURVEY
• On our Insight Survey, areas of strength included:
-Academic Opportunity
-Professional Development
- Evaluation
Target areas for improvement include:
-Leadership
-Peer Culture
Using this trend data, we will give teachers the opportunity to provide feedback on actions that will improve Leadership and Peer Culture. Using this information, resources will be provided at faculty, grade-level, and Team Chat meetings to help improve leadership and peer culture. In addition, administration will work to provide better communication through organized agendas and email correspondence.

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

In order to effectively engage a variety of stakeholders in promoting a positive culture and environment at Tropical Elementary, continuous communication is essential.
-SAC- SAC meets monthly and incorporates community members, staff members, and family members. During these meetings, a variety of topics are discussed, including school-based data, monthly Principal's report, various facilities updates, and specific concerns regarding the school are addressed. Often, these meetings prompt additional reflection and further conversation within the Leadership Team about school-based processes, procedures, and student learning opportunities.
-PTO- PTO works alongside administration and supports teachers through a variety of ways. Each year, they meet with administration to discuss upcoming needs (i.e., technology, Teacher Appreciation, etc). Through these conversations, collective, and fundraising with teachers, we work to promote the positive peer culture among our faculty and staff. As we create an atmosphere that the students can fill a sense of belonging and proud.
-Conscious Discipline/Positive Behavior Intervention Symptoms (PBIS)- Monthly, staff members are introduced to a new expectation or area of the school to implement our new PBIS system, with specific steps as to how to proceed in the implementation phase of Conscious Discipline. Staff and students will work to establish our new PBIS system with a focus on school wide expectations followed by everyone on

campus. Teaching these essential lifelong skills helps to bring students in and form their role in promoting a positive culture and environment at school.