Imperial Estates Elementary School

2022-23 Schoolwide Improvement Plan

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Imperial Estates Elementary School

900 IMPERIAL ESTATES LN, Titusville, FL 32780

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

Demographics

Principal: Cynthia Adams L

Start Date for this Principal: 1/5/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	93%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (49%) 2018-19: B (58%) 2017-18: C (47%)
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 KG-6	Yes	93%

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		B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Building positive relationships. (During the 2019-2020 school year our faculty began working on a new mission statement to reflect our current needs and goals. It was finalized in June 2020.)

Provide the school's vision statement.

Imperial Estates strengthens academic success and develops compassionate community leaders. (During the 2019-2020 school year our faculty began working on a new vision statement to reflect our current needs and goals. It was finalized in June 2020.)

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
Adams, Cynthia	Principal	Instructional leader is essential in providing the vision for standards-aligned instruction through professional development, resources, collaboration, planning, observation & feedback, and coaching practices.
Lawson, Rodrick	Assistant Principal	Instructional leader is essential in providing the vision for standards-aligned instruction through professional development, resources, collaboration, planning, observation & feedback, and coaching practices. Mr. Lawson is lead with science instruction, our Academic Support Program, provides weekly updates of encouragement for implementing Conscious Discipline, and responds to student misbehavior.
Toliver, Whitney	Reading Coach	The literacy coach is essential in providing the vision for standards-aligned instruction through professional development, resources, collaboration, planning, observation & feedback, and coaching practices. Specifically leads interventions, team planning, ELA PD, data review, and MTSS. (T)

Demographic Information

Principal start date
Saturday 1/5/2019, Cynthia Adams L

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.*

12

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

656

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.

8

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	96	95	93	93	94	90	74	0	0	0	0	0	0	635
Attendance below 90 percent	0	34	18	28	30	19	20	0	0	0	0	0	0	149
One or more suspensions	0	1	0	2	4	1	1	0	0	0	0	0	0	9
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	8	15	23	20	0	0	0	0	0	0	66
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	29	30	35	0	0	0	0	0	0	99
Number of students with a substantial reading deficiency	0	14	10	13	0	0	0	0	0	0	0	0	0	37

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	4	1	4	10	9	14	0	0	0	0	0	0	42

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	12	12	4	10	2	0	0	0	0	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 9/4/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	86	99	71	96	82	70	92	0	0	0	0	0	0	596
Attendance below 90 percent	5	11	8	13	9	7	12	0	0	0	0	0	0	65
One or more suspensions	0	5	1	2	2	6	2	0	0	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	3	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	13	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	1	4	9	11	11	10	0	0	0	0	0	0	46
LEVEL 1 ON 2021 FSA ELA	0	0	0	5	16	25	17	0	0	0	0	0	0	63
LEVEL 1 ON 2021 FSA MATH	0	0	0	6	21	30	40	0	0	0	0	0	0	97

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	6	16	21	19	0	0	0	0	0	0	62

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	13	13	1	7	1	0	2	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	0	0	0	4	0	0	0	0	0	0	4

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	86	99	71	96	82	70	92	0	0	0	0	0	0	596
Attendance below 90 percent	5	11	8	13	9	7	12	0	0	0	0	0	0	65
One or more suspensions	0	5	1	2	2	6	2	0	0	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	3	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	13	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	1	4	9	11	11	10	0	0	0	0	0	0	46
LEVEL 1 ON 2021 FSA ELA	0	0	0	5	16	25	17	0	0	0	0	0	0	63
LEVEL 1 ON 2021 FSA MATH	0	0	0	6	21	30	40	0	0	0	0	0	0	97

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	6	16	21	19	0	0	0	0	0	0	62

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	13	13	1	7	1	0	2	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	0	0	0	4	0	0	0	0	0	0	4

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	52%	61%	56%				58%	62%	57%
ELA Learning Gains	58%						61%	60%	58%
ELA Lowest 25th Percentile	43%						57%	57%	53%
Math Achievement	49%	49%	50%				62%	63%	63%
Math Learning Gains	57%						74%	65%	62%
Math Lowest 25th Percentile	53%						44%	53%	51%
Science Achievement	32%	60%	59%				51%	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	71%	64%	7%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	56%	61%	-5%	58%	-2%
Cohort Comparison		-71%				
05	2022					
	2019	51%	60%	-9%	56%	-5%
Cohort Comparison		-56%				
06	2022					
	2019	49%	60%	-11%	54%	-5%
Cohort Comparison		-51%				

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	56%	61%	-5%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	65%	64%	1%	64%	1%
Cohort Comparison		-56%				
05	2022					
	2019	60%	60%	0%	60%	0%
Cohort Comparison		-65%				
06	2022					
	2019	61%	67%	-6%	55%	6%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	56%	-7%	53%	-4%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-49%				

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	12	33	32	9	37	38	7				
ELL											
BLK	34	48	39	29	41	41	35				
HSP	27	42	31	30	54	50					
MUL	66	61		62	56						
WHT	63	68	62	60	63	69	29				
FRL	41	57	51	40	52	52	19				
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	19	20	9	13	23	21	27				
ELL	33			38							
BLK	24	33	23	27	20						
HSP	36	35		35	37	30	18				
MUL	59	54		43	38						
WHT	62	51	25	58	49	43	57				
FRL	36	39	22	33	35	21	25				
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	20	43	38	22	44	38	33				
ELL	64	77		57	85						
BLK	29	40	38	40	62	42	18				
HSP	54	55	70	51	71		38				
MUL	48	44		57	56						
WHT	66	69	63	69	78	46	64				
FRL	50	61	56	54	68	40	45				

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	80
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
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	39

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	61
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	59
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	45
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?

Our school's overall FSA results improved in 6 out of the 7 areas from the 20-21 school year to the 21-22 school year. We improved in all the ELA and math areas; but decreased in our science score.

Grade Levels:
3rd grade ELA proficiency decreased from one year to the next, yet 3rd grade math improved.
4th grade ELA proficiency decreased, as well as the 4th grade math proficiency scores. 4th grade math learning gains were considerate.
5th grade ELA proficiency decreased, as well as the 5th grade math proficiency scores. 5th grade ELA learning gains were strong.
6th grade ELA proficiency increased, yet 6th grade math decreased. 6th grade learning gains were strong in both ELA & math.

Subgroups:
Our students' with disabilities scores, increased in their learning gains in ELA & math; yet science achievement decreased.
Our Black students' scores showed improvement in all areas.
Our Hispanic students' scores, increased in their ELA & math learning gains.

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

ELA, Math, and Science proficiency levels all need improvement.

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

Imperial Estates struggles with fidelity tied strong tiered instruction throughout the school. This includes each teacher truly understanding the overall performance data for students in their classroom and connecting this data to actual teaching practices. Adding new practices in a proactive manner (planning standards aligned core instruction and differentiated interventions at tier II and III) would greatly improve both proficiency and learning gains.

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

Imperial Estates increased learning gains in ELA and math based on FSA data for all students and for the lowest 25%.

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

In 2021-22, we implemented a stronger tier 2 and 3 ELA plan than previously before. This plan included the use of a planning tool to identify the needs of students as well as the programs they would be using for intervention and ongoing progress monitoring. Additionally, we had a multi-tiered system of support with a variety of team members who helped develop the plan and also were responsible for monitoring data and implementation.

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

This year, Imperial Estates will ensure fidelity to strong tiered instruction through ongoing support to teachers in the MTSS process and will create a proactive plan for students based on their data. However, it is important to note the challenges we are facing as a school in terms of teacher vacancies. The school will continue its recruitment efforts and collaborate closely with district HR.

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.

Job embedded PD sessions will be needed for grade level teachers specific to understanding the targeted skill instruction with materials, progress monitoring assessments, and record keeping as well as data interpretation.
PD with ELA and new math curriculum and multi-tiered system of supports.

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

A. Increased practice of using data to drive instruction and decisions
B. Template to identify which students need intervention, in which skill, who will provide the instruction, what materials will be used for the instruction, and what the on-going progress monitoring tool will be.
C. Use of intervention schedule; preplanned, as to when the intervention will occur.

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 Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In reviewing the 21-22 FSA Math data: 58% of our 3rd grade students scored a level 3 or higher 47% of our 4th grade students scored a level 3 or higher 28% of our 5th grade students scored a level 3 or higher 57% of our 6th grade students scored a level 3 or higher Therefore, tier 1 math instruction is a critical need .
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	• Short Term – From FAST-STAR-PM1 to PM2, math achievement will increase by 20%. • Long Term - By the Spring 2023 FAST, math achievement will increase by 40%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	iReady K-6 Diagnostic data FAST progress monitoring
Person responsible for monitoring outcome:	Cynthia Adams (adams.cynthia@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Standards-aligned instruction tier 1 curriculum. Tier 1 (Core) Curriculum is on the 2022 approved Florida Instructional Materials Adoption list. McGraw-Hill Reveal for Grades K-5 EdGems - Florida EdGems for Grade 6
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	McGraw-Hill / EdGems implementation 49% of students at Imperial are proficient in ELA based on 22 FSA Math Achievement data. Implementation of high quality math instructional materials with fidelity will support the explicit instruction of math concepts. High-quality math instruction requires that teachers understand more than simply what to teach. Collaborative planning for instruction and use of high quality instructional materials will support teachers to understand how to identify their students' instructional needs, select appropriate

Describe the resources/ criteria used for selecting this strategy.	materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs.

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

1. Administration will set clear expectations for tier 1 and tier 2 instruction in math, will monitor, and provide feedback.

Person Responsible	Cynthia Adams (adams.cynthia@brevardschools.org)

2. Teachers will support improved student math outcomes by participating in PD on evidence-based strategies, assisting with implementing data-informed instruction, monitoring the use of high quality instructional materials, and the use of multi-tiered system of supports.

Person Responsible	Rodrick Lawson (lawson.rodrick@brevardschools.org)

3. Teachers will be intentional with the implementation of McGraw-Hill / EdGems high quality instructional material.

Person Responsible	Rodrick Lawson (lawson.rodrick@brevardschools.org)

4. Administration will walk through classrooms to observe and provide feedback regarding tier 1 instruction; aids in fidelity.

Person Responsible	Cynthia Adams (adams.cynthia@brevardschools.org)

5. Administration will purchase approved supplemental materials to support student learning (T).

Person Responsible	Cynthia Adams (adams.cynthia@brevardschools.org)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In reviewing our state assessment and progress monitoring data from last school year 21-22, it is evident that we need to increase the amount of students who are making learning gains in ELA and math, especially within our bottom quartile. 4th grade ELA learning gains: currently 45%, with lowest 25% at 29% learning gains. 5th grade math learning gains: currently 22%, with lowest 25% at 24% learning gains. D3 i-Ready ELA data from 21-22 shows that 24 of our students in grades 1-2 are scoring at the 15th percentile or lower (substantially deficit in reading). We will be sure these student receive intervention through the MTSS framework.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Bottom quartile students in grades 4-6 will increase their overall proficiency as measured by the FAST from PM1 to PM3 by 40% in Math.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	iReady K-6 Diagnostic data FAST progress monitoring Our Leadership Team will walk into classrooms during the intervention times to monitor and inspect this practice. Our Leadership Team will also be active participants when reviewing the data and planning for intervention with our teachers. By adding this strategy, it will make an impact on our student iReady data. Effective intervention progress will be monitored through the MTSS process.
Person responsible for monitoring outcome:	Cynthia Adams (adams.cynthia@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Fidelity to Intervention block (tier 2 and tier 3) MTSS with explicit instruction in key concepts. Response to Intervention and Improving Adolescent Literacy: Effective Intervention Practices. Effect size: Response to Intervention – 1.29, Interventions for Learning Needs .77, Phonics Instruction: .70, Feedback .70, Scaffolding .82, Repeated Readings .75, Rehearsal and Memorization .73, Vocabulary Programs .62, Direct Instruction .60
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Diagnosing essential missed learning: provide targeted instruction to bridge the gaps of missed concepts/skills. Some of our students have skill gaps in foundational reading/math skills and are in need of tiered intervention.
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.	

Math

1. Teachers and administration will use student achievement data to determine which students need small group instruction, which skills need to be addressed during tier 2 instruction.

Person Responsible   Cynthia Adams (adams.cynthia@brevardschools.org)

2. Teachers and administrators will collaborate with district-based math content specialist to understand student data, and use data to plan content for intervention (assisting with action step #2).
District-based math content specialist will work with grade level teams to provide PD on pacing and framing intervention, based on data, with a focus on learning gains for all students with an emphasis on the lowest 25%

Person Responsible   Rodrick Lawson (lawson.rodrick@brevardschools.org)

3. Teachers will create Progress Monitoring Plans for students who receive tier 2 & 3 instruction. PD will be provide by our literacy coach and administration if guidance is needed to complete this task. (T)

Person Responsible   Rodrick Lawson (lawson.rodrick@brevardschools.org)

4. Teachers will use IPST Form 7 to track students" progress within tiered instruction and will review at MTSS meetings.

Person Responsible   Rodrick Lawson (lawson.rodrick@brevardschools.org)

5. Every 6 weeks, teacher teams will meet to collaborate with leadership team to revise the plan.

Person Responsible   Rodrick Lawson (lawson.rodrick@brevardschools.org)

6. Teachers will meet with students individually to review their iReady performance data, how it guides their learning path, and set goals regarding their stretch growth; data chats with parents and support for parents to help their children.

Person Responsible   Rodrick Lawson (lawson.rodrick@brevardschools.org)

RAISE

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

Area of Focus Description and Rationale

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

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

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

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

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

D3 i-Ready data from 2021-2022 shows that 24 of our students in grades 1-2 are scoring at the 15th percentile or lower in reading.

Phonics instruction and word study skills must occur in K-2.

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

• 2021-2022 FSA ELA data shows 44% of 3rd Graders, 43% of 4th Graders and 51% of 5th Graders scored
below grade level. (Levels 1 and 2)

Therefore, tier 1 ELA instruction is a critical need .

• Increasing Primary Literacy Achievement so that gaps will not be as prominent in grades 3-5
• Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction

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

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

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

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

Grades K-2: Measureable Outcome(s)

• Short Term – From FAST-STAR-PM1 to PM2, literacy achievement will increase by 20%.
• Long Term - By the Spring 2023 FAST, literacy achievement will increase by 40%.

Grades 3-5: Measureable Outcome(s)

• Short Term – From FAST-STAR-PM1 to PM2, literacy achievement will increase by 20%.
• Long Term - By the Spring 2023 FAST, literacy achievement will increase by 40%.

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

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

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

Adams, Cynthia, adams.cynthia@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.

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

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

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

• Benchmark Advance / myPerspectives
Tier 1 (Core) Curriculum is on the 2021 approved Florida Instructional Materials list.
Florida Benchmark Advance 2022 (K-5) , Florida Edition
myPerspectives Florida English Language Arts Grade 6

- All instructional materials are aligned with B.E.S.T. Standards
- Implementation of high-quality ELA instructional materials with fidelity will support the explicit instruction of phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Focus on tightening up delivery of instruction focusing on the systematic, explicitness of instruction and reinforcing the "why" – with Science of Reading

• i-Ready (Promising level of evidence)
- Universal screener data is used to start data conversations at school level
- Formative data used to differentiate instruction
- This approach helps educators accelerate growth and grade-level learning. These tools provide rigorous and motivating reading instruction that provide scaffold support that meets the needs of all students

- Lexia (Strong level of evidence) (T)

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

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

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

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

- Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan
- Systematic and/or Explicit
- Geared towards struggling readers with an emphasis on Foundational Skills such as Phonological Awareness and Phonics

**Benchmark Advance/SAVVAS implementation
52% of students at Imperial are proficient in ELA based on 22 FSA ELA Achievement data. Implementation of high quality ELA instructional materials with fidelity will support the explicit instruction of vocabulary, phonics, phonemic awareness, fluency and comprehension. Collaborative planning for instruction and use of high quality instructional materials will support teachers to understand how to identify their students' instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs.

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
1. Administration will set clear expectations for tiered instruction tiers 1-3 in ELA, will monitor, and provide feedback. (Literacy Leadership)	Adams, Cynthia, adams.cynthia@brevardschools.org
2. Teachers and the reading leadership team (which includes our literacy coach and interventionists) will support improved student reading outcomes by leading or participating in PD on evidence-based strategies, assisting with implementing data-informed instruction, monitoring the use of high quality instructional materials, and the use of multi-tiered system of supports. (T) (Literacy Leadership, Literacy Coaching, Professional Development)	Toliver, Whitney, toliver.whitney@brevardschools.org
3. Teachers will be intentional with the implementation of Benchmark Advance / myPerspectives high quality instructional material. (Literacy Leadership, Literacy Coaching, Professional Development)	Lawson, Rodrick, lawson.rodrick@brevardschools.org
4. Administration will walk through classrooms to observe and provide feedback regarding tier 1 instruction; aids in fidelity. (Literacy Leadership)	Adams, Cynthia, adams.cynthia@brevardschools.org
5. Administration will purchase approved supplemental materials to support student learning: Lexia, Curriculum Associates. (T) (Professional Learning)	Adams, Cynthia, adams.cynthia@brevardschools.org
- Teachers, interventionists, & our Literacy Coach will use student achievement data to determine which students need small group instruction, which skills need to be addressed, & which teaching materials to use, & which progress monitoring assessments to complete outside tier 1 instruction. (T) - Instructional staff will collaborate to understand student data, & use data to plan content for intervention -Teachers will create Progress Monitoring Plans for students who receive tier 2 & 3 instruction. (T) - Teachers will use IPST Form 7 to track students" progress within tiered instruction & will review at MTSS meetings. - Every 6 weeks, teacher teams will meet to collaborate with leadership team to revise the plan.	Toliver, Whitney, toliver.whitney@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 Results:
Communication and relationships always go a long way.
Parents want to be welcomed, wanted, included and want to volunteer.
They want family fun nights.

As a result of this information, we have made a commitment to acknowledge that parents and students need connection; and communication is a way to build it. We will also identify ways we can use volunteers within our school and plan family fun nights.

Staff Survey Results:
In January 2022, staff completed a survey. Only 47% of our staff favorably indicated that our school is fun and joyful. That question stood out to the staff. In response, we brainstormed ways to bring back the fun and joy to our school.

In January 2022, our students in grades 3-6 completed an anonymous online survey called Youth Truth. We received feedback from our students. This is their voice, their perception.
Celebrations:
92% of students feel that their teacher wants them to do their best.
88% of students feel their teacher wants them to work their hardest.
77% of students feel their teacher treats them with respect.

Priorities for change:
Only 15% of students feel that students behave well in their class.
Only 19% of students feel their class stays busy and doesn't waste time.
Only 28% of students feel like what they are learning during class helps them outside of school.

As a result of this data, as an instructional staff we made a commitment to explicitly teach behavior routines and expectations. We will also include a morning meeting and provide direct instruction in SEL /life skills.

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

Engaging ALL Stakeholders
The school engages families, students. and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction.
Teachers communicate high expectations for all students (e.g., "All students are college material").
Teachers meet in PLCs 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. 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.
Leaders demonstrate how those beliefs manifest in the school building. For example: •Collaborative planning is solutions-oriented and based in disaggregated data. The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and actively makes themselves available to teachers and staff. 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 successful ability to provide services to students with disabilities.
Staff will come to a consensus on school-wide expectations and non-negotiables. 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 provide ongoing training and feedback to teachers on implementing these approaches.

SAC - The school has established an infrastructure to support family engagement, such as a decision-making SAC council. 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 logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, and offer translation).