

Brevard Public Schools

John F. Turner, Senior Elementary School



2022-23 Schoolwide Improvement Plan

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John F. Turner, Senior Elementary School

3175 JUPITER BLVD SE, Palm Bay, FL 32909

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

Demographics

Principal: Ashley Toll

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (47%) 2018-19: C (49%) 2017-18: C (46%)
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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<http://www.turner.brevard.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">60%</p>

School Grades History

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

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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.

To ensure every student reaches his or her highest potential.

Provide the school's vision statement.

We work collaboratively as a community of learners to provide a safe, structured, and caring environment where all students are engaged learners who believe they can achieve.

Revised: August 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
Toll, Ashley	Principal	Serves as the instructional leader of the school, analyzes and shares data with stakeholders, manages the school leadership team, and maintains the school budget.
Keller, Sara	Assistant Principal	Serves as an instructional leader, shares curriculum updates and best practices, monitors and analyzes data, leads MTSS and prepares for state testing at the school.
Arnold, Megan	Parent Engagement Liaison	Serves as Title I Coordinator to oversee interventions, family and stakeholder engagement, maintains budget and Title I compliance. 80% of the day is spent working with students in ELA intervention, 20% of the day is spent planning family engagement, maintaining budget and reviewing Title I compliance.
McKenzie, Chantell	Reading Coach	Serves as an instructional leader in the area of ELA. Provides modeling, feedback and support to teachers. Supports the MTSS process by monitoring data and helping to provide interventions to students. Supports teachers to improve their craft through professional development.

Demographic Information

Principal start date

Sunday 7/1/2018, Ashley Toll

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

1

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

11

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

560

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

4

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	70	72	71	71	62	91	71	0	0	0	0	0	0	508
Attendance below 90 percent	0	27	21	13	17	17	8	0	0	0	0	0	0	103
One or more suspensions	0	1	7	7	2	1	7	0	0	0	0	0	0	25
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	5	14	15	14	0	0	0	0	0	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	19	24	17	0	0	0	0	0	0	63
Number of students with a substantial reading deficiency	0	16	6	9	14	15	14	0	0	0	0	0	0	74

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	9	3	3	9	5	5	0	0	0	0	0	0	34

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	5	4	6	7	1	1	1	0	0	0	0	0	0	25
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

Tuesday 8/30/2022

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	71	87	75	68	68	63	88	0	0	0	0	0	0	520
Attendance below 90 percent	9	15	11	10	5	5	10	0	0	0	0	0	0	65
One or more suspensions	6	3	1	1	2	10	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	0	2	5	5	5	0	0	0	0	0	0	17
Course failure in Math	0	0	0	0	2	4	1	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	14	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	13	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	0	4	8	3	5	27	0	0	0	0	0	0	47
2021 FSA ELA Level 1's	0	0	0	3	13	14	25	0	0	0	0	0	0	55
2021 FSA Math Level 1's	0	0	0	2	22	15	42	0	0	0	0	0	0	81

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	5	10	11	9	15	16	40	0	0	0	0	0	0	106

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	4	6	7	3	1	1	1	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	2	3	0	0	0	0	0	0	6

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	71	87	75	68	68	63	88	0	0	0	0	0	0	520
Attendance below 90 percent	9	15	11	10	5	5	10	0	0	0	0	0	0	65
One or more suspensions	6	3	1	1	2	10	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	0	2	5	5	5	0	0	0	0	0	0	17
Course failure in Math	0	0	0	0	2	4	1	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	14	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	13	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	0	4	8	3	5	27	0	0	0	0	0	0	47
2021 FSA ELA Level 1's	0	0	0	3	13	14	25	0	0	0	0	0	0	55
2021 FSA Math Level 1's	0	0	0	2	22	15	42	0	0	0	0	0	0	81

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	5	10	11	9	15	16	40	0	0	0	0	0	0	106

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	4	6	7	3	1	1	1	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	2	3	0	0	0	0	0	0	6

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	42%	61%	56%				45%	62%	57%
ELA Learning Gains	53%						53%	60%	58%
ELA Lowest 25th Percentile	47%						60%	57%	53%
Math Achievement	42%	49%	50%				44%	63%	63%
Math Learning Gains	55%						57%	65%	62%
Math Lowest 25th Percentile	36%						41%	53%	51%
Science Achievement	56%	60%	59%				43%	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	24	33	24	22	44	35	29				
ELL	28	48		29	56	42					
BLK	41	60	54	28	47	21	56				
HSP	39	50	50	39	46	43	30				
MUL	38	46		42	58						
WHT	47	53	45	55	66	40	67				
FRL	35	48	43	33	47	29	46				
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	26	44	47	16	21	44	21				
ELL	31	41		31	39	50	18				
BLK	43	37	30	29	10		25				
HSP	41	34		40	24		29				
MUL	45			36							
WHT	46	35	50	44	28	38	32				
FRL	36	36	43	36	22	32	36				
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	24	53	63	27	54	45	25				
ELL	28	39	60	41	58	53					
BLK	33	57	64	36	60	42	23				
HSP	35	42	58	40	51	45	31				
MUL	44	40		44	60						
WHT	54	58	62	48	57	28	55				
FRL	43	49	58	43	55	36	42				

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	48
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	54
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
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	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
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	46
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	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
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?

Turner made increases in Math proficiency during the 21-22 school year. Math proficiency increased from 39% to 42%. The ELA proficiency decreased from 44% to 42%, however, the learning gains in ELA increased from 37% to 53%.

Math is an area that Turner students continue to struggle with. During the 21-22 school year, the overall math proficiency increased from 39% to 42%, however, the learning gains in math increased 34% (21% to 55%).

Students in 5th grade increased their proficiency in science by 24% (32% to 56%). This gain is attributed to departmentalizing 5th grade by subject area. This data indicates that priority actions are working and will need to continue in the 22-23 school year.

Grade level progress monitoring indicates a need for explicit ELA instruction in grades K-2 to decrease the number of students entering 3rd grade below grade level. i-Ready data indicates that only 20% of third grade students are entering the year on grade level. 13% of current third graders are entering 2 or more grade levels below in ELA. This trend data indicates a priority action is to improve instructional delivery in grades K-2.

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

FSA Math data indicates 34% of 3rd graders, 48% of 4th graders, 46% of 5th graders, and 37% of 6th graders scored a level 3 or above to meet proficiency on the 2022 FSA Math Assessment. Cohort data indicated all grade levels showed an increase in proficiency from the 20-21 school year with the exception of the 5th grade cohort (61% to 46%).

Based on the Spring i-Ready ELA Diagnostic, 24% of 1st graders, 53% of 2nd graders, and 42% of 3rd graders are starting the 22-23 below grade level. In math, 50% of 1st graders, 48% of 2nd graders, and 58% of 3rd graders are considered below grade level according to their Spring i-Ready Math Diagnostic.

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 for this area of improvement were excessive student and teacher absences due to Covid-19, lack of interventionists available to meet with students due to covering classrooms, and walk through data indicating multiple areas of improvement needed in Tier 1 instruction.

New actions include targeted Tier 2 instruction to integrate gaps in learning prior to Tier I grade level instruction. Additional, more frequent administrative observations in classrooms during math instruction to determine gaps in teacher knowledge and provide coaching assistance.

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

Based on the 2022 Statewide Science Assessment, 5th graders improved from a 32% proficiency to a 56% proficiency.

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

We attribute this success to departmentalizing 5th grade classes so that teachers can focus on one area of academic planning and teaching. Students in 3rd-6th also participated in a hands-on science lab weekly with the school science coach. Turner also utilized the Penda Science Program to monitor student acquisition of the standards.

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

1. Continue school-wide strategic reading intervention in phonics, vocabulary and comprehension and add fluency interventions
2. Implement Academic Support Program (ASP)
3. PLCs - teachers/admin/coach using data to plan for instruction; this will be monitored by our literacy coach and admin
4. Implementation of new Math Curriculum with admin/coach support
5. Weekly iReady lessons in both reading and math - monitored for passage; reteach when necessary
6. Penda Science with fidelity
7. Small group instruction daily
8. Monitor Lowest 25% through MTSS
9. Monitor attendance through MTSS.

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.

1. Professional development to ensure Florida Benchmark Advance is utilized with fidelity. During pre-planning, new staff members received training on the program. Program monitoring by administration and Literacy Coach to determine components of support teachers need. Specific needs PD for a teacher or grade level team will be provided by Literacy Coach.
2. Professional development to ensure Reveal and EdGems are utilized with fidelity. During pre-planning, new staff members received training on the program. Program monitoring by administration and Math Coach to determine components of support teachers need. Specific needs PD for a teacher or grade level team will be provided by Math Coach.

3. The Literacy Coach will complete monthly training through RAISE school training to review data and demonstrate how to find gaps students have in learning. PD will continue throughout the year with actual teacher data to monitor progress and make data informed decisions bi-monthly.
4. Scheduled PD with iReady consultant with teachers to reinforce the tools offered through the digital platform and how to insert lessons prior to Tier 1 instruction.
5. PD will be delivered bi-monthly to teachers on making use of data from Penda, i-Ready diagnostic data, end of module assessment data, and STAR and FAST progress monitoring.

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

1. Support development of foundational skills in grades kindergarten through second. K-2 teachers will utilize 95 Percent Group (T) materials to fill in unfinished learning with foundational skills in ELA.
2. Funds will be used to purchase math materials to support intervention groups to fill gaps in learning. (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. 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.

The rates of students 3+ Proficiency as indicated on FSA-Math in grades 3rd, 4th and 6th declined from 2020-21 to 2021-2022. 42% of students at Turner are proficient in Math based on 2022 FSA Math Achievement data indicating a 3% increase in understanding Florida Standards. The 4th grade cohort improved 3+ Proficiency level increasing from 38% OGL to 48% OGL, the 6th grade cohort improved their proficiency from 19% to 27% OGL. However, the 5th grade cohort decreased proficiency from 61% to 46% OGL. Administrator observations and walkthroughs indicated that when Eureka Math(K-5) and Big Ideas (6) is implemented with fidelity students develop understanding of Florida Standards. Focus must be on delivery of Tier 1 core instruction with fidelity along with accelerating learning with missed content from extended unfinished learning.

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

As a result of the implementation of Reveal Math and Ed Gems along with iReady math personalized instruction, Turner will increase grade level proficiency on the i-Ready Spring Diagnostic in math.
 Grade K - 49% to 65% OGL iReady Diagnostic
 Grade 1 - 49% to 65% OGL iReady Diagnostic
 Grade 2 - 39% to 54% OGL iReady Diagnostic
 Grade 3 - 28% to 53% OGL 2021 FSA ELA
 Grade 4 - 43% to 55% OGL 2021 FSA ELA
 Grade 5 - 51% to 60% OGL 2021 FSA ELA
 Grade 6 - 52% to 60% OGL 2021 FSA ELA
 Targeted acceleration, will be provided underperforming ESSA groupings of blacks students, multiracial students and students with disabilities to increase learning gains

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

Reveal Math and Ed Gems End of Unit Assessments along with i-Ready diagnostic assessments and lesson pass rates will be monitored to ensure mastery of grade level standards. Admin and math coach (T) will conduct classroom walkthroughs during the math block to monitor the fidelity of instruction with the new math curriculum.

Person responsible for monitoring outcome:

Ashley Toll (toll.ashley@brevardschools.org)

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

Deliberate practice. (effect size .79) utilizing explicit, systematic instruction using Reveal and Ed Gems curriculum. i-Ready is supported by an increase in proficiency on FSA. This progress monitoring tool will guide Turner instructional staff monitor and support efforts to accelerate growth and grade-level learning. Utilizing these tools will provide rigorous and motivating reading instruction that personalizes and provides scaffolded support that meets the needs of all students that monitors and adjusts to provide precise instructional guided by i-Ready instruction.

Rationale for

Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Based on teacher input and student performance in Math learning gains(55%) and Lowest 25% Math learning gains (36%), implementation of a cohesive adopted Tier 1 Core Curriculum and opportunities to examine analyze student work to plan for future instruction will impact instructional delivery and student achievement. i-Ready has had an impact on student achievement based on 2022 Math FSA data. Implementation of the core Math curriculum and deliberate practice to analyze student assessments to prepare for instruction and remediation will be an evidence-based practice to effect student achievement.

Action Steps to Implement

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

Provide Professional Development to all instructional staff on Reveal and Ed Gems Math. July 28-29 2022 - Provide Reveal and Ed Gems professional development to newly hired teachers. Monthly on-going training as units are introduced.

Person Responsible Jennifer Terlep (terlep.jennifer@brevardschools.org)

Analyze data and progress with grade level teams bi-monthly through Math Grade Level Meetings and MTSS.

Person Responsible Jennifer Terlep (terlep.jennifer@brevardschools.org)

Implement collaborative planning to ensure understanding and instructional delivery of Reveal(K-5) and Ed Gems(Grade 6). Planning to include data retrieved from lesson pass rates on i-Ready assigned lessons.

Person Responsible Jennifer Terlep (terlep.jennifer@brevardschools.org)

Utilize the coaching cycle with new instructional staff or staff members struggling to implement Reveal or Ed Gems.

Person Responsible Jennifer Terlep (terlep.jennifer@brevardschools.org)

Administration observations of math instructional to ensure explicit, systematic instruction is being implement by all staff members.

Person Responsible Ashley Toll (toll.ashley@brevardschools.org)

Admin and math coach will tier teachers to look at the various levels of support they need based on progress monitoring data. Coach will reach out and set up times to work with the tier 2 and tier 3 teachers.

Person Responsible Jennifer Terlep (terlep.jennifer@brevardschools.org)

Math coach will create a "look fors" list for math instruction. She will work with teachers on how to implement the look fors and provide feedback after observations.

Person Responsible Jennifer Terlep (terlep.jennifer@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.

Turner improved science 3+ proficiency level 24% from the 2021 to 2022 assessments.
 Factors that impacted the improvement were the number of students reading OGL, standards aligned instruction and the supplement of PENDA software. Students scoring 3+ proficiency level on the FSA ELA in fourth grade in 2022 was 40%. This factor will need to be addressed along with standards aligned instruction.

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

As a result of implementation of standards based science instruction, Turner will maintain 56% of students demonstrating 3+ proficiency level on the Florida Statewide Science Assessment.

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

Utilizing Brevard Public Schools district created assessments along with PENDA activity mastery reports.

Person responsible for monitoring outcome:

Ashley Toll (toll.ashley@brevardschools.org)

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

Standards based instruction utilizing the 5E Science Inquiry Model

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

The 5E Instructional Model is incorporated into the BPS science instructional delivery guide. Research has found that this evidence-based strategy provides flexible learning to create a constructivist, reform-based inquiry model. It further provides a science learning cycle based on evidence to support thinking.

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.

Hire science instructional coach to (T) support grades K-6 science teachers. This support will be in the form of grade level planning, data analysis, support with hands on labs, and teaching reading strategies to students. The science coach from the 21-22 school year relocated to another county.

Person Responsible

Ashley Toll (toll.ashley@brevardschools.org)

Purchase supplemental materials (T), supplies to support hands on science instruction.(T)

Person Responsible

Sara Keller (keller.sara@brevardschools.org)

Schedule monthly grade level science meetings to analyze data and create lesson plans to deliver standards based science instruction.

Person Responsible

Sara Keller (keller.sara@brevardschools.org)

Create a list of "look fors" that should be seen during science instruction across the grade levels. Meet with teachers to go over list and provide support for implementing them in the classroom. Provide feedback from walkthroughs.

Person Responsible Sara Keller (keller.sara@brevardschools.org)

Data chats will be conducted with students once a month to go over PENDA data and to create and track goals.

Person Responsible Ashley Toll (toll.ashley@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

Grade level progress monitoring indicates a need for explicit ELA instruction in grades K-2 to decrease the number of students entering 3rd grade below grade level. i-Ready data indicates that only 39% of third grade students are entering the year on grade level. 17% of current third graders are entering 2 or more grade levels below in ELA. This trend data indicates a priority action is to improve instructional delivery in grades K-2.

Based on the Spring i-Ready ELA Diagnostic, 24% of 1st graders, 57% of 2nd graders, and 61% of 3rd graders are starting the 22-23 below grade level.

Based on the STAR Early Literacy Assessment, Turner has 18% of kindergarteners, 20% of 1st graders, and 39% of 2nd graders needing urgent intervention at the beginning of the school year.

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

21-22 FSA Data shows 52% of 3rd Graders, 59% of 4th Graders, 46% of 5th Graders and 55% of 6th Graders scored below grade level. (Levels 1 and 2). As a whole, 54.6% of Turner's 3rd-6th graders scored a level 1 or a level 2.

According to the FAST Progress Monitoring Assessment, only 31% of students in 3rd through 6th grade are projected to score at proficiency at the end of the school year.

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 STAR-PM1 to PM2, literacy achievement will increase by 5%.

Long Term - By the Spring 2023 STAR literacy achievement will increase by 10%.

We will be monitoring ELA proficiency through STAR early literacy progress monitoring assessments.

Grades 3-5: Measureable Outcome(s)

Short Term – From FAST- PM1 to PM2, literacy achievement will increase by 5%.

Long Term - By the Spring 2023 FAST, literacy achievement will increase by 10%.

We will be monitoring ELA proficiency through FAST progress monitoring assessments.

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.

Data that will be monitored will be :

-STAR Early Literacy Progress Monitoring Data

-FAST Progress Monitoring Data

-PM 1, PM 2, FAST

-i-Ready D1 and D2

-Walkthroughs with feedback from the FCRR Walkthrough Tool

-Benchmark Advance Assessments

-Intervention Data

-Intervention instruction (T) to specifically target identified gaps (Students with Disabilities, Economically Disadvantaged, ELL, Hispanic)

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Toll, Ashley, toll.ashley@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?

- Explicit instruction

- Introduces new content, or skill clearly and directly

- Models/demonstrates use of the new or retaught content, concept, or skill

- Systematic instruction

- Logical progression from simple to more complex

- Scaffolded instruction

- Intentional, temporary, support

- Open-ended questions, prompts and cues, breaking down into smaller steps, visual aids, examples and/or encouragement

- Gradual release until student(s) can perform independently

- Lexia (Strong level of evidence (T))

- Aligns with PA, Phonics, Fluency B.E.S.T. Standards

- Science of Reading domains include PA, Phonics, Structural Analysis, Fluency, Vocabulary, Comprehension

- 95% Group (T)

- Aligns with B.E.S.T. Standards and the Foundational Benchmarks under PA

- Corrective Feedback

- Identifies student's misunderstanding relative to the target instructional goal

- Collaborative Planning

- Supports consistent, high-quality implementation of Benchmark Advance

- Allows for instructional strategies, resources, tools, and materials to be scaffolded and differentiated

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

- Meet Florida's definition of evidence-based

- Systematic and/or Explicit

o Geared towards struggling readers with an emphasis on Foundational Skills such as Phonological Awareness and Phonics

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership Team</p> <ul style="list-style-type: none"> -Define roles and responsibilities of team members (coaches, teachers, administrators, district) for before, during and after common planning sessions. -Develop content area Planning Protocols that will delineate expectations for benchmark-aligned instructional practices. -Clearly communicate the expectations for planning with coaches and teachers at Turner Elementary School. -Establish Principal-Coach partnership agreement to specify duties and activities of the coach and how the Principal will provide support. -Principal will collaborate with content coaches before/after each planning. 	<p>McKenzie, Chantell, mckenzie.chantell@brevardschools.org</p>
<p>Literacy Coaching:</p> <ul style="list-style-type: none"> -Lesson planning with teachers, modeling, co-teaching, engaging in reflective conversations, and engaging in data chats -Prepare for planning process and send teachers the agenda, items, tasks, and other resources in advance for them to complete the pre-work -During planning, focus on teacher clarity, instructional model, strategies, questioning and assessments that align to the benchmark(s) and will support the intended learning. -Identify and plan for the supports that teachers will need before, during, and after planning (pre-planning sessions, coaching questions to connect teacher thinking to aligned instruction, etc.) 	<p>McKenzie, Chantell, mckenzie.chantell@brevardschools.org</p>
<p>Assessment</p> <ul style="list-style-type: none"> -Teachers will use program assessments for foundational reading skills, along with DIBELS measures, PASI/PSI and/or Running Records to monitor reading skills development. (T) -Define performance criteria based on assessment data that prompts the addition of Tier 2 and/or Tier 3 interventions for students not meeting expectations/benchmarks -Data chats will occur monthly around Benchmark Advance Assessments, i-Ready, FAST, and intervention OPM -Daily exit tickets and other formative assessments are used to determine what scaffolds or reteaching is needed 	<p>Keller, Sara, keller.sara@brevardschools.org</p>
<p>LLT will analyze student academic data and walkthrough data to tier teachers for ELA support. Based on tiers, differentiated support will be assigned to teachers.</p>	<p>McKenzie, Chantell, mckenzie.chantell@brevardschools.org</p>
<p>We will carefully monitor Students with Disabilities and ELL students proficiency through STAR Early Literacy Assessments and FAST Progress Monitoring. We will meet monthly through our MTSS meetings to discuss students who fall in these fragile ESSA subgroups.</p>	<p>Toll, Ashley, toll.ashley@brevardschools.org</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Building a positive school culture is critical to student achievement and overall child development. Throughout the school year the leadership team at Turner Elementary finds multiple ways to promote a positive culture by identifying success throughout the building and highlighting each both individually and throughout the campus. We utilize the PBIS system to promote and reward positive behaviors. To continue building a positive school culture and environment, we involve stakeholders in an organized, ongoing, and timely manner in the planning, implementation, review and improvement of Title I programs, this includes involvement in the decision making process of how funds for Title I will be used, and with the creation of our SIP and PFEP. Dr. Toll invites all parents to monthly SAC and annual Title I meeting. Turner's SAC committee provides input into the development, implementation and evaluation of the School's Title I Plan, School Improvement Plan, Comprehensive Needs Assessment, Title I Parent and Family Engagement Plan (PFEP), and how funds reserved for parental involvement will be used. Members of the SAC will serve as liaisons between SAC and other parents. In addition, SAC will use the following information and feedback to evaluate the PFEP. BPS survey results, Title I survey results, and needs/recommendations gathered through feedback forms at family involvement activities will also be used. Strategies to increase family and community engagement in the decision making process include reaching out in a variety of ways. We gather feedback during all parent engagement events and activities. Staff and SAC members promote the completion of both BPS surveys, and school made surveys via paper copies and online options. SAC meetings and Parent-Family Engagement Events are promoted through the school calendar, website, email, and through teacher newsletters. We have strong business partner relationships within our community. School needs are communicated at district PIE meetings as well as monthly SAC meetings. These relationships support our school and community. Turner has a certified school counselor and social worker that completes all suicide risk assessments and student check-ins, provide mentoring supports and meet with students who have been identified as having social or emotional issues as needed. Additionally our school counselor refers out for counseling agencies when deemed necessary. Based on the 2022 BPS parent survey, 94.8% of parents said that they feel welcome at Turner. We will continue our efforts to make connections with families by inviting them to events, making positive phone calls, and welcoming them into the school when they come into the front office. The parent survey also revealed that 61% of families look forward to coming to Family Nights at the school. These events focus on literacy, math or science and give families a chance to have fun while learning together. We will continue to plan engaging family events to bring parents into the school and also support at home learning. Our 2022 Youth Truth Survey identified a significant issue with teacher- student relationships. On the

question, Do you think your teacher cares about you?, Turner's rating went from a 2.81 to a 2.7 from the previous year. This drop indicates a disconnect between teachers and students. Teachers were trained during the 2022 preplanning on effective morning meetings and building relationships with students. This training and implementation will have a positive effect on teacher-student relationships.

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

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. Teachers meet in data meetings to routinely examine data to look for themes/patterns among student groups. Academic data, attendance data, and behavioral data 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. The school's curriculum and teachers' lesson plans draw on the diverse interests and experiences of students. Teachers celebrate all student successes in their classroom. Students are recognized for not only academic progress but also good character and meeting personal goals. Schoolwide celebrations are done on a quarterly basis for academics as well PBIS celebrations for positive behavior and character.

Parents and community members also play a key role in building the positive school culture. Through participating in family involvement events, maintaining consistent communication with classroom teachers through daily planners, taking part in the SAC committees and attending virtual events hosted by the school, our parents and school community share in the goal of creating a positive learning environment focused on building life long independent learners.

The administration have an open door policy for all stakeholders. A Tiger Weekly Newsletter is sent out each week from the principal so parents have an ongoing understanding of the "happenings" on campus. Additionally the administration share a similar "Week at a glance" Monday message with staff so that all parties are focused on the priorities of the week. Social media outlets are updated daily by the Title I department so that highlights of the week are promoted and celebrations of student and staff successes are communicated regularly. Reminders of upcoming events are also announced on social media platforms for easy access to parents and the community.