

Brevard Public Schools

Saturn Elementary School



2022-23 Schoolwide Improvement Plan

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Saturn Elementary School

880 N RANGE RD, Cocoa, FL 32926

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

Demographics

Principal: Kori Hurst L

Start Date for this Principal: 1/8/2020

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 (46%) 2018-19: C (48%) 2017-18: C (52%)
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.saturn.brevard.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide a safe and supportive community where ALL will achieve personal growth (Developed by stakeholders August 2021 revisited August 2022)

Provide the school's vision statement.

To empower productive lifelong learners. (Developed by stakeholders August 2021 revisited August 2022)

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hurst, Kori	Principal	<p>As the instructional leader, I assure that the district adopted curriculum is implemented with fidelity across all classrooms, and the components of the Vision for Excellent Instruction are being demonstrated by all teachers to provide equitable learning for all students. I monitor the schoolwide data and make changes to instructional related processes and structures based on its outcome. I maintain a school environment where all students are safe and there is a focus on learning. Throughout the school year, I provide teachers with feedback and the support needed to grow and develop in their pedogeological abilities.</p>
McCluney, Kellee	Assistant Principal	<p>The assistant principal will support the principal in providing the vision and direction for the school through shared leadership, discussions, and collaboration with all stakeholders. She will communicate and lead professional development related to the school wide expectations for instruction in all academic areas. The Assistant Principal will support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, and communicating with parents regarding school based discipline plans and activities. The Assistant Principal will maintain high visibility within all areas of the campus and in all classrooms. She will assist teachers in organizing classrooms for effective teaching. The Assistant Principal will develop and manage positive behavior support systems and collaborate with the principal, teachers and families. The Assistant Principal will have the ability to work cooperatively and collaboratively with staff members, parents, students and the public. She will investigate problems of a disciplinary nature, document information, and report findings and decisions to the appropriate individuals. She will provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. She will provide professional development for teachers related to developing a strong classroom culture, effective expectations, and procedures to allow to effect classroom management. The Assistant Principal will establish individual and/or group instructional coaching and mentoring to teachers to improve classroom management for all learners. She will be responsible for timely communication of information related to her job responsibilities including district and state assessments, student attendance, and other duties as assigned by the principal.</p>
Cochran, Cheree	Assistant Principal	<p>The assistant principal will support the principal in providing the vision and direction for the school through shared leadership, discussions, and collaboration with all stakeholders. She will communicate and lead professional development related to the school wide expectations for instruction in all academic areas. The Assistant Principal will support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, and communicating with parents regarding school based discipline plans and activities. The Assistant Principal will maintain high visibility within all areas of the campus and in all</p>

Name	Position Title	Job Duties and Responsibilities
		<p>classrooms. She will assist teachers in organizing classrooms for effective teaching. The Assistant Principal will develop and manage positive behavior support systems and collaborate with the principal, teachers and families. The Assistant Principal will have the ability to work cooperatively and collaboratively with staff members, parents, students and the public. She will investigate problems of a disciplinary nature, document information, and report findings and decisions to the appropriate individuals. She will provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. She will provide professional development for teachers related to developing a strong classroom culture, effective expectations, and procedures to allow to effect classroom management. The Assistant Principal will establish individual and/or group instructional coaching and mentoring to teachers to improve classroom management for all learners. She will be responsible for timely communication of information related to her job responsibilities including district and state assessments, student attendance, and other duties as assigned by the principal.</p>
Weir, Amy	Instructional Coach	<p>The instructional coach will assist in the development and implementation of instructional plans that align to district goals and curriculum. Conduct teacher observations and/or walk-throughs and provide feedback that facilitates teacher reflection and growth. Will provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps. Work with teachers to analyze student data weekly, diagnose instructional needs and identify research based instructional strategies to close achievement gaps. Provide professional development for teachers through modeling engaging, standards-based teaching as needed. Provide individual and/or group instructional coaching and mentoring to teachers to improve classroom instruction for all learners.</p>
Cox, Audrey	School Counselor	<p>Manages small group counseling and guidance programs. The school counseling program goal is to teach all students developmental social skills to be successful in school and in life. We are able to achieve this goal through counseling and advisement, individual student planning, career planning, collaboration and consultation, transition services, accountability and evaluation. Work with the school staff, families, and district related to students with attendance concerns as outlined in the district plan. Communicate with all stakeholders related to attendance and guidance services.</p>
Wells, Tracy	School Counselor	<p>Manages small group counseling and guidance programs. The school counseling program goal is to teach all students developmental social skills to be successful in school and in life. We are able to achieve this goal through counseling and advisement, individual student planning, career planning, collaboration and consultation, transition services, accountability and evaluation. Work with the school staff, families, and district related to</p>

Name	Position Title	Job Duties and Responsibilities
		students with attendance concerns as outlined in the district plan. Communicate with all stakeholders related to attendance and guidance services.
Piscia, Carrie	Other	Manages small group counseling and guidance programs. The school counseling program goal is to teach all students developmental social skills to be successful in school and in life. We are able to achieve this goal through counseling and advisement, individual student planning, career planning, collaboration and consultation, transition services, accountability and evaluation. Work with the school staff, families, and district related to students with attendance concerns as outlined in the district plan. Communicate with all stakeholders related to attendance and guidance services

Demographic Information

Principal start date

Wednesday 1/8/2020, Kori Hurst 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.*

4

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.*

4

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

665

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

12

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	95	85	82	103	51	78	80	0	0	0	0	0	0	574
Attendance below 90 percent	24	34	33	26	14	17	23	0	0	0	0	0	0	171
One or more suspensions	0	18	12	17	7	18	14	0	0	0	0	0	0	86
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	16	15	42	22	0	0	0	0	0	0	95
Level 1 on 2022 statewide FSA Math assessment	0	0	0	15	23	42	22	0	0	0	0	0	0	102
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	10	7	7	7	10	16	0	0	0	0	0	0	58

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	12	2	16	3	1	1	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	3	1	2	3	0	0	0	0	0	0	9

Date this data was collected or last updated

Wednesday 9/14/2022

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	85	95	99	83	85	79	89	0	0	0	0	0	0	615
Attendance below 90 percent	10	30	26	23	21	17	20	0	0	0	0	0	0	147
One or more suspensions	2	4	5	7	13	19	14	0	0	0	0	0	0	64
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	3	4	0	0	0	0	0	0	0	0	0	7
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	39	31	30	0	0	0	0	0	0	100
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	45	42	44	0	0	0	0	0	0	131

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	1	3	2	7	40	38	33	0	0	0	0	0	0	124

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	5	21	4	0	4	0	1	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	2	5	0	0	0	0	0	0	7

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	85	95	99	83	85	79	89	0	0	0	0	0	0	615
Attendance below 90 percent	10	30	26	23	21	17	20	0	0	0	0	0	0	147
One or more suspensions	2	4	5	7	13	19	14	0	0	0	0	0	0	64
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	3	4	0	0	0	0	0	0	0	0	0	7
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	39	31	30	0	0	0	0	0	0	100
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	45	42	44	0	0	0	0	0	0	131

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	1	3	2	7	40	38	33	0	0	0	0	0	0	124

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	5	21	4	0	4	0	1	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	2	5	0	0	0	0	0	0	7

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	61%	56%				46%	62%	57%
ELA Learning Gains	48%						51%	60%	58%
ELA Lowest 25th Percentile	47%						54%	57%	53%
Math Achievement	36%	49%	50%				49%	63%	63%
Math Learning Gains	59%						51%	65%	62%
Math Lowest 25th Percentile	55%						43%	53%	51%
Science Achievement	38%	60%	59%				44%	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	15	38	43	22	33	31	8				
ELL	35	58		35	74						
BLK	27	47	63	24	47	55	11				
HSP	39	51	27	47	76		42				
MUL	42	58		33	65						
WHT	42	44	50	41	57	45	50				
FRL	34	47	47	30	58	56	34				
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	17	29	42	15	31	31	7				
ELL	27	40		18	33						
BLK	20	34	37	12	22	28	23				
HSP	29	43	60	25	29		14				
MUL	29	29		29	20						
WHT	38	51		32	33		52				
FRL	26	38	55	18	22	23	29				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	41	39	30	41	39	27				
ELL	28	60	60	39	47						
BLK	37	48	41	41	46	39	33				
HSP	42	59	58	57	58		35				
MUL	48	44		46	48		54				
WHT	55	54	68	56	55	48	61				
FRL	43	48	52	44	48	42	37				

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	50
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	39
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	47
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	50
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	47
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?

ELA 3+: 2022 - 37% Trend shows in 2019, 2021, and 2022 below state 55% and district 60% proficiency levels.
 Math 3+: 2022 -36% Trend shows in 2019, 2021, and 2022 below state 57% and district 58% proficiency levels.
 Science 3+: 2022 - 38% Trend shows in 2019, 2021, and 2022 below state 48% and district 55% proficiency levels.

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

ELA PROFICIENCY:
 Based 2022 FSA -
 3rd grade: 34% proficient
 4th grade: 20% proficient
 5th grade: 40% proficient
 6th grade:
 SWD - 15% proficient ELA
 African American - 27% proficient ELA
 K-2 data shows
 Also there were 16 retentions in 3rd grade due to academic performance.

ATTENDANCE: According to 21-22 data, 37% of Saturn's students are chronically absent missing more than 10% of the school year. This contributes to learning loss in academic areas.

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 to lower trends in all subject areas include inconsistency in teacher/student attendance leading to gaps in consistent, rigorous instruction and intervention. With the lack of clearly defined ELA Tier 1 schoolwide expectations for routines students instruction is impacted in the areas of whole/small group instruction. . A high turn over rate among teachers is due to student behaviors. New actions for improvement include a standards aligned curriculum (Benchmark Advance/Savvas) that focuses on all students being accelerated by using on grade level materials, and lessons structured to challenge all students to be engaged and do the thinking that the lessons demand. ELA training and coaching will be a focus during the SY23 to set a clear expectations ELA instructional practices. The implementation of a fluid intervention block based on the analysis of iReady, STAR, & FAST data and the alignment of evident based strategies with student skill needs. Scaffolding and acceleration within all subject areas to support core instruction. Reveal Math/EdGems will be implemented with fidelity to include the required components as well as instruction centered around the Mathematical Practices. Math intervention in place to develop the prerequisite skills needed to support a successful core. A science lab focused on the science standards identified as weaknesses through assessment data, and PENDA implemented to support individual student standard weaknesses. Parent Liaison to ensure that she understands Saturn guidelines for attendance process and is reviewing attendance in FOCUS on a weekly basis and complete home visits.

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

Math Learning Gains:
Math L25%:
Both went up.

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

Contributing factors to ELA LG of L25% include the monitoring of iReady data at the individual student level with aligned interventions utilizing evidence based strategies to include 95% Group and Lexia and all available personnel. there were increases in math learning gains and the lowest 25% in math due to have more student back in the building and following the math curriculum with fidelity. The new actions will be to focus on systematic instruction that is planned sequence that included logical progression of content, concepts and skills. New actions taken include implementing an MTSS process where student achievement is closely monitored through problem solving stakeholder discussions, and interventions delivered through highly qualified and trained personnel. Also, a backup plan is in place to assure the continuation of interventions in the absence of adults. New actions for improvement include a standards aligned Math curriculum (Reveal/EdGems) that focuses on all students being accelerated by using on grade level materials, and lessons structured to challenge all students to be engaged and do the thinking that the lessons demand.

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

Saturn will continue to focus on high quality standards aligned instruction with new ELA and Math curriculum which includes strategies for scaffolding learning. Small group lessons focused on grade level content, in combination with strong MTSS procedures will benefit student learning. The following strategies will continue to bolster student growth and achievement: *Scaffolded learning planned into the literacy block *Small group instruction *Strong PLCs with a focus on grade level standards (now benchmarks) *Implementation of high quality, informational text to increase student background knowledge *Protected intervention blocks Additionally, Saturn will continue to focus on high quality standards aligned instruction with math curriculum and intervention. The intentional teaching with a clear and direct presentation of the new information to learners. Exit tickets will be used to diagnose gaps in

learning in combination with strong MTSS procedures to support appropriate matches between student needs, math resources and appropriate teacher. The iReady Prerequisite Report will be used to group students and identify the prerequisite skills needed to be developed through small group instruction prior to the delivery of the core.

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.

Teachers will receive regularly schedule actionable feedback on their instruction in a timely manner to improve instruction and student learning. PD sessions focused on ELA Tier 1 instruction will support teachers.

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

Tamra Thatcher provided PD with leadership team during summer 2022 in order to develop Tier 1 instructional expectations. She will also be supporting PD during preplanning and throughout the year by providing resources and consulting with Literacy Leadership Team.

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 Science

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

38% proficiency in 21-22 SY up from 33% proficiency in 20-21 SY.
 Science 3+: 2022 - 38% Trend shows in 2019, 2021, and 2022 below state 48% and district 55% proficiency levels.
 Subgroups: SWD 8% proficient on Science SSA; African American 11% proficient on Science SSA

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

5th Grade Overall: Science proficiency will increase in 22-23 from 38% to 50%.
 Subgroups:
 SWD Science proficiency will increase in 22-23 from 8% to 15%.

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

Mastery and time spent on PENDA lessons will be monitored twice a month.
 Science instructional "look for's" will be created, communicated and monitored.

Person responsible for monitoring outcome:

Cheree Cochran
 (cochran.cheree@brevardschools.org)

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

Science 5E Model: The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems.
 PENDA: Schools using Penda effectively and consistently improve science outcomes because the platform is constructed on a foundation of research and pedagogy.

Science 5E Model: The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems.

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

PENDA: Research clearly supports game-based learning as a powerful tool for education. Penda routinely sees significant student gains with just 30 minutes of practice per week. Schools using Penda effectively and consistently improve science outcomes because the platform is constructed on a foundation of research and pedagogy. Penda employs Webb's

Depth of Knowledge to expand students' skill sets and offer new challenges, literally creating new pathways in the brain.

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. 3rd through 5th grade teams will implement PENDA science computer-based program with weekly & monthly progress monitoring for usage and mastery. Utilize standards mastery report to reteach science standards.

Person Responsible Cheree Cochran
(cochran.cheree@brevardschools.org)

2. Teachers will administer 5th grade science diagnostic to determine which gaps students have related to 3rd and 4th grade science standards. This data will be used to create instructional focus calendar for remainder of school year.

Person Responsible Cheree Cochran
(cochran.cheree@brevardschools.org)

3. Grade level teams will meet during pre-planning and at least 2 Fridays per semester to create long range plans to ensure grade level alignment. Grade Level Teams will utilize STEMscopes and PENDA for instruction.

Person Responsible Cheree Cochran
(cochran.cheree@brevardschools.org)

4. School leadership will facilitate classroom walkthroughs to observe instruction and implementation of grade level long range plans and instructional supports. Walkthrough data will be utilized to create "next steps" plans to ensure we are meeting the targeted school initiatives.

Person Responsible Kori Hurst (hurst.kori@brevardschools.org)

5. Monthly data chats with individual teachers to discuss and develop action plans to address data for all subgroups, including Students with Disabilities, Black, English Language Learners, Hispanic and utilize ESE accommodations and ESOL strategies to improve student performance.

Person Responsible Kori Hurst (hurst.kori@brevardschools.org)

6. District content specialist will plan with 5th grade team and support CWT's.

Person Responsible Cheree Cochran
(cochran.cheree@brevardschools.org)

7. Hire a STEM Teacher for the activity wheel to allow more hands on science SIP instruction for grades K-6

Person Responsible Cheree Cochran
(cochran.cheree@brevardschools.org)

8. GeoBus school based field trip will allow students to use geospatial technologies to power interdisciplinary research and education initiatives that support community-defined needs, assets, and goals (Tittle I)

Person Responsible [no one identified]

No description entered

Person Responsible Cheree Cochran
(cochran.cheree@brevardschools.org)

#2. Positive Culture and Environment specifically relating to school culture and community

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. Based on the 2022 Teacher insight Survey the lowest domain for Saturn is academic expectations at 2.4. 6% of the classroom teachers surveyed believe that their class can master grade level standards by the end of the year. 14% of our classroom teachers surveyed believe that one year is enough time for students to master the standards. On average of the 120 parents completing the parent survey about 40% of parents made comments related to feeling unwelcome within the Saturn school building. On the 2022 Youth Truth Survey the culture summary measure increased .05 degrees to 2.07, which is directly tied to students experiencing an orderly, respectful classroom environment. As a school we decreased by 11 to 2.59 in SY22 in the Relationships Summary Measure which students have strong, supportive relationships with their teachers. During the SY22 37% of students were chronically absent which impacts student learning.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Based on the SY 23 Teacher insight Survey the lowest domain for SY22 is academic expectations at 2.4 will increase to 3.0. The classroom teachers surveyed will believe that 50% their class can master grade level standards by the end of the year which is an increase 44%. 50% of classroom teachers surveyed in SY23 will believe that one year is enough time for students to master the standards which is an increase of 36%. Based on the parent survey results for 2023 our goal is to decrease the 40% of parents/families feels unwelcome to 10%. On the SY23 Youth Truth Survey the culture summary measure will increase .2.07 to 2.23 for all grade levels, which is directly tied to students experiencing an orderly, respectful classroom environment. Our goal of the SY23 is to increase to 2.73 students belief that they have strong, supportive relationships with their teachers. Our goal for SY23 is to decrease chronic absenteeism from 37% in SY22 to 20% in SY23.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. Monthly data chats with individual teachers to discuss and develop action plans to address data for all subgroups, including Students with Disabilities, Black, English Language Learners, Hispanic and utilize ESE accommodations and ESOL strategies to improve student performance. Parent/Families survey results provided at the close of Title I family events that are ensure parents/families fell welcome at schoolwide events and visits to campus.

Monitor: Attendance

Person responsible for monitoring outcome: Kori Hurst (hurst.kori@brevardschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being Saturn continues to work on building a positive school culture and environment through Positive Behavior Support implementation, Conscious Discipline building classroom communities through Sanford Harmony and creating positive student-student & student-adult relationships. Our school implemented PBIS in 2021-22 and a team attended a 2022 summer training on Tier 1 as a refresher for the 2022-23 SY. Our rocket program that began in 21-22 SY and will continue throughout this year is focused on recognizing students when they are showing our STAR expectations. Students will join our STAR Club when they have filled their

implemented for this Area of Focus.

rockets by showing the STAR expectations and they will receive a positive phone call from administration and be added to the Bingo board for a chance at a mystery prize.

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

PBIS is an evidence-based, three-tiered framework that integrates data, teaching practices, and school systems and practices to proactively affect student outcomes in a positive way. Simply put, PBIS is a proactive approach schools use to improve safety and promote positive behavior. PBIS is about prevention, not punishment. Conscious Discipline received high ratings in 8 out of 10 categories in Wallace Foundation Study Published by Harvard’s Graduate School of Education. Research Evaluating the Sanford Harmony Program key research articles that provide important evidence to show social and emotional skills can be effectively taught in schools, which has a direct impact on improving school-related outcomes (i.e., self-esteem and academic performance), and decreasing disruptive behaviors.

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.

ALL STAKEHOLDERS:

1. Parent/Family showcases to engage families, students. and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction through dinner & data nights. (Title I)
2. Recognize Super STAR of the month with a reception to further engage parents and to continue to foster a strong parent and school connection.
3. Clear and timely communication thorough the monthly school newsletter, social media and Blackboard and weekly staff newsletter

Person Responsible Kellee McCluney (mccluney.kellee@brevardschools.org)

TEACHER LEDERSHIP TEAM:

1. Meet bi-weekly to assists the principal in making decisions to improve both staff and studnet culture inwithn the school. (shared decision making)
2. Ensure a focus on learning and continuous improvement through mentoring of other teachers
3. Guide and support the work of the collaborative teams, parent/family involvement activities
4. Serve as the model of the school’s mission, vision, core values (commitments)
5. Monitor achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the Saturn's goals
7. Identify gaps in performance or processes and plans for their improvement

Person Responsible Kori Hurst (hurst.kori@brevardschools.org)

TEACHERS & STAFF:

1. Teachers communicate high expectations for all students (e.g., "All students are able to complete VPK through college within walking distance of Saturn"). Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns among student groups.
2. Saturn provides orientation for new teachers and ongoing support from a mentor teachers. 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.

3. Model the core value of our mission so ALL will achieve personal growth
4. Hold classroom meetings aimed at creating togetherness, teamwork and school pride
5. Encourage older students to mentor younger students through the grade level buddies pairings.
6. Regularly and publicly recognize students achievement and positive behaviors .

Person Responsible Kori Hurst (hurst.kori@brevardschools.org)

STUDENTS:

1. Work will be displayed throughout school that is related to the standards
2. Full academic engagement to maximize the learning opportunity for learning within the classroom
3. Engage actively with the content (PBIS, Conscious Discipline or Sandford Harmony) to strengthen the school culture.
4. Demonstrate emotional agility and empathy

Person Responsible Cheree Cochran (cochran.cheree@brevardschools.org)

FRONT OFFICE STAFF:

1. Serve every visitor/parent/family with kindness and high quality customer service and family support.
2. Saturn's front office works at being "user-friendly". The staff works to greet every visitor on campus when the front door opens.
3. Develop a Family Follow Up Form to allow the office staff to take better messages and allowing the teachers and administration better follow up with all situation taking place at Saturn .
4. Purchase scan cards for all students to make check in and check out more effective for parents/families.
5. Utilize the parent liaison for attendance to improve school attendance rate and to build stronger relationships with families

Person Responsible Kori Hurst (hurst.kori@brevardschools.org)

ADMINISTRATION:

- 1.Ensure teachers have resources, training, & ongoing support to meet the needs of students and provide constructive feedback, and make themselves available to teachers and staff
2. Follow up with parents/families in a timely manner (24 hours)using the Family Follow Up Form
3. Establish an infrastructure to support family engagement and decision making- SAC council.
4. Provide opportunities for small group conversations with parents/families. See Saturn's Family Involvement Calendar (Title I)
5. Implement voluntary weekly Teacher-Admin check-ins to improve communication and resolve concerns in a timely fashion.
7. Provide coaching related to the data within their individual classroom or academic area as part of month individual teacher data chats.
8. Hire 1/2 time Guidance Counselor to provide instruction and to support Tier 2 & 3 instruction for grades K-6 related to behaviors. (Title I)
9. Mail postcards and letters to all families to build school culture (Title I)

Person Responsible Kori Hurst (hurst.kori@brevardschools.org)

PBIS TEAM :

1. A clear code of conduct for students and adults with input from students, families, and school personnel has been created. Such as, establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (restorative practices and positive behavioral supports)
2. Meet monthly to discuss data on 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.

Person Responsible Kellee McCluney (mccluney.kellee@brevardschools.org)

PBIS TEAM : Part 2

3. Professional Development will be delivered based on data discussed at PBIS meeting to allow for reteaching of STAR expectations, a deeper understanding of Conscious Discipline and Sanford Harmony curriculum to address restorative practices will be modeled for all teachers
4. Will more with the guidance department to establish needed behavior intervention plans as needed for individual students.
5. Develop videos to be shared with student in reference to STAR expectations

Person Responsible Kellee McCluney (mccluney.kellee@brevardschools.org)

#3. Instructional Practice specifically relating to Math

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

SY22 Math Achievement 3+ : increased 13 points 23% to 36% but is still below state and district average.
 SY22 Math Learning Gains: increased 32 points 27% to 51%
 SY22 Math Learning Gains of Bottom Quartile: increased 31 points 24% to 55%

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

SY21Math Achievement 3+ : increased 13 points 23% to 36% GOAL SY23: 50% (FAST - PM3))
 SY21Math Learning Gains: increased 32 points 27% to 51% GOAL SY23: 60% (from FAST PM1- PM2)
 SY21Math Learning Gains of Bottom Quartile: increased 31 points 24% to 55% GOAL SY23: 65% (from FAST PM1- PM2)

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

*Weekly classroom walkthroughs, with immediate feedback and coaching steps planned.
 *iReady data reports weekly monitored for usage and proficiency
 *FAST PM1and 2
 *Student/teacher attendance will be monitored monthly.

Person responsible for monitoring outcome:

Cheree Cochran
 (cochran.cheree@brevardschools.org)

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

Teams will use provided data from iReady, Reveal(K-5) and EdGems(6th) and small group instruction to determine at-risk students, clearly identify problem/target skill instruction, create skills and content groups, and respond to student needs.

Reveal(K-5) and EdGems(6th) Curriculum: This focuses on helping students build knowledge—not just skills.

Students at Saturn need comprehensive, cohesive curriculum that can be taught explicitly and systematically with opportunities for re-teach.

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

*iReady: Students at Saturn arrive at varying ability levels. Driven by the i-Ready Diagnostic, lessons in Mathematics provide tailored instruction that meets students where they are in their journey and encourages them as they develop new skills. Tools for Instruction provide actionable, in-the-moment resources for addressing skills gaps in small group and one-on-one settings.

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. Guarantee all students receive Reveal(K-5) and EdGems(6th) instruction to include all required components as part of their Tier 1 instruction.

Person Responsible

Kellee McCluney
(mccluney.kellee@brevardschools.org)

2. Plan to monitor effectiveness of instruction by conducting weekly classroom walk-throughs to eliminate below grade level learning tracks.

Person Responsible

Kori Hurst (hurst.kori@brevardschools.org)

3. Professional development to support teacher led differentiated data driven small group instruction (utilizing the iReady Prerequisite Report) to close skill gaps embedded within math block.

Person Responsible

Cheree Cochran
(cochran.cheree@brevardschools.org)

4. Increase parent involvement in mathematics through Partners in Progress (student led conferences) and virtual conferences

Person Responsible

Cheree Cochran
(cochran.cheree@brevardschools.org)

5. Provide teachers with necessary professional development, resources and materials to implement high impact instruction such as Title I instructional assistants, Standards based countdown materials. (Title I)

Person Responsible

Kellee McCluney
(mccluney.kellee@brevardschools.org)

6. Create student data tracking system and implement bi-weekly data meetings to track and monitor student progress in math.

Person Responsible

Kellee McCluney
(mccluney.kellee@brevardschools.org)

7.Hire one Title I teacher to provide instruction and to support Tier 2 and 3 instruction for grade K-6. (Title I)

Person Responsible

Kori Hurst (hurst.kori@brevardschools.org)

8.Track data for all subgroups, including Students with Disabilities, Black, English Language Learners, Hispanic and utilize ESE accommodations and ESOL strategies to improve student performance.

Person Responsible

Kellee McCluney
(mccluney.kellee@brevardschools.org)

9. Monthly data chats with individual teachers to discuss and develop action plans to address data for all subgroups, including Students with Disabilities, Black, English Language Learners, Hispanic and utilize ESE accommodations and ESOL strategies to improve student performance.

Person Responsible

Kori Hurst (hurst.kori@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

iReady data

Lexia

email Tamra and see if she can offer feedback

ELA PROFICIENCY:

Based 2022 FSA -

K-2 data shows

Also there were 16 retentions in 3rd grade due to academic performance.

ATTENDANCE: According to 21-22 data, 37% of Saturn's students are chronically absent missing more than 10% of the school year. This contributes to learning loss in academic areas.

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

21-22 FSA ELA data:

3rd: 66% Level 1-2; 34% Level 3-5

4th: 80% Level 1-2; 20% Level 3-5

5th: 60% Level 1-2; 40% Level 3-5

Multiple years [2019-2022] 3rd - 6th grades perform below state and district average in ELA proficiency.

SWD 15% ELA proficient.

Black Students: 27% ELA proficient

Also there were 16 retentions in 3rd grade due to academic performance.

ATTENDANCE: According to 21-22 data, 37% of Saturn's students are chronically absent missing more than 10% of the school year. This contributes to learning loss in academic areas.

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)

Based on STAR - FAST data for K-2 proficiency will increase...

K: from (PM1) XX% to (PM3) XX%

1st: from (PM1) XX% to (PM3) XX%

2nd: from (PM1) XX% to (PM3) XX%

3rd: from (PM1) XX% to (PM3) XX%

Grades 3-5: Measureable Outcome(s)

22-23 Goals:

3rd: 34% Level 3-5 (FSA) will improve to XX% (FAST)

4th: 20% Level 3-5 (FSA) will improve to XX% (FAST)

5th: 40% Level 3-5 (FSA) will improve to XX% (FAST)

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.

FAST progress monitoring PM1, PM2, PM3

iReady diagnostic reports given 2x/year

Intervention progress monitoring data

Lexia data

Student/teacher attendance will be monitored monthly

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Cochran, Cheree, cochran.cheree@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?

- Tier 1 (Core) Curriculum is on the 2022 approved Florida Instructional Materials Adoption list. Florida Benchmark Advance 2022 (K-5), Savvas (6th)
- i-Ready is supported by Promising Evidence according to Evidence for ESSA.
- Leveled Literacy Intervention (LLI) is supported by Moderate to Strong Evidence according to Evidence for What Works Clearinghouse (WWC).
- Lexia is supported by PowerUp is a gold standard randomized control trial (RCT) that meets ESSA's standards for strong evidence - the highest tier of efficacy evidence outlined by federal law.

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?

37% of students 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. Use of high quality instructional materials will support teachers understand how to identify students' instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction.

- iReady: Students arrive at varying ability levels. Lessons provide tailored instruction that meets students where they are and encourages them as they develop new skills. Tools for Instruction provide actionable, in-the-moment resources for addressing skills gaps in small group and one-on-one
- LLI: With 71% of students struggling with reading/scoring a level 1-2, LLI is needed to increase reading volume by engaging students in large amounts of reading.
- Lexia users scored 40+ scaled points higher than non-users on a standardized assessment of reading achievement.

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</p> <p>1. Develop an ELA Block that consist of Foundations, Close Read, Writing, and Small Groups & Centers. Visual will be created that defines the commitments by all teachers.(T/Printing)</p> <p>2.Implement collaborative planning utilizing the Benchmark/Savvas curriculum facilitated by the literacy coach and focused on the BEST Standards and the district pacing guides. Professional development will be embedded within this time for instructional strategies to support core instruction.</p> <p>3.Implement iReady for all students (including the lowest 25% focused on intervention alignment) with the goal of 40 min./week with at least an 80% passage rate. Data chats will be in place for all 3-6 grade students to include goal setting and follow up.</p> <p>4.Provide teachers with necessary resources and materials to implement and execute intervention and differentiated instruction to include: Curriculum & Associates Language Arts Florida Standards (LAFS), ,Lake Shore Leveled Classroom Libraries, and Lexia (Title I)</p>	<p>Cochran, Cheree, cochran.cheree@brevardschools.org</p>
<p>Literacy Coaching</p> <p>1.Look at individual iReady diagnostic scores of Level 1 and 2 students to determine specific needs for differentiated instructional and intervention supports.</p> <p>2. Plan using the district pacing documents to monitor effectiveness of instruction by conducting weekly classroom walk-throughs to ensure that small group and interventions are being implemented with fidelity. follow up with coaching as needed. (Title I)</p> <p>3.Hire an instructional coach to coach teachers, create, maintain, and monitor the effectiveness of structured interventions and small instruction, which includes a tracking system to consistently collect and analyze data. (Title I)</p> <p>4.Hire one Title I teachers and one instructional assistants to provide instruction and to support Tier 2 and 3 instruction for grade K-6. (Title I)</p> <p>5. Hire two ASP teachers to provide instructional tutoring for our lowest 25% and Tier 2 and 3 students. (Title I- may hire additional ASP teachers)</p>	<p>Weir, Amy, weir.amy@brevardschools.org</p>
<p>Assessment</p> <p>1.Predetermined groups :Use the grade level text- Group will either be working on language comprehension or word recognition. Leveled readers (within grade level band) that come with Benchmark</p>	<p>Weir, Amy, weir.amy@brevardschools.org</p>

Action Step	Person Responsible for Monitoring
2. How to screen for small groups: Use EOY i-Ready, Listen to the student one-on-one, FSA score, PSI for K-2 (or a phonics screener)	
3. Start small groups on the 3rd full week of school: Systems and routines 8/10-8/19, Practice small group routines 8/22-8/26, Begin differentiated small groups on 8/29	
4. Have teachers determine their groups (4 groups)- Goal is to see two groups a day. Data for grouping: EOY i-Ready, PSI, Benchmark Advance screener (K-2), FSA (3-6), One-on-one reading with teacher, DIBELS	
5. Revisit grouping of students after the completion of FAST progress monitoring PM1, iReady Diagnostic 2 and then again after FAST PM2.	
6. Maintain/upgrade computers to ensure successful a data monitoring for all grade levels (Title I)	

Professional Learning	
1. Develop training related to Explicit Teaching is intentional teaching with a clear and direct presentation of new information to learners. Use gradual release model, I do, we do, you do. Create and Explicit Teaching Visual	
2. Develop and present training related to Writing during Friday release PDD in October 2022. Students writing in response to text. Develop a Gradual release Visual that shows by January student independent writing; possibly an expectation timeline: what it looks like for students and what it looks like for teachers.	Hurst, Kori, hurst.kori@brevardschools.org
3. Develop and present training related to the Science of Reading training and Scarborough's rope.	
4. Provide professional development in small group instruction using the MTSS framework, iReady, and Lakeshore Classroom Libraries. (Title I)	

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.

Based on the 2022 Teacher insight Survey the lowest domain for Saturn is academic expectations at 2.4. 6% of the classroom teachers surveyed believe that their class can master grade level standards by the end of the year. 14% of our classroom teachers surveyed believe that one year is enough time for students to

master the standards. On average of the 120 parents completing the parent survey about 40% of parents made comments related to feeling unwelcome within the Saturn school building. On the SY23 Youth Truth Survey the culture summary measure will increased .2.07 to 2.23 for all grade levels, which is directly tied to students experiencing an orderly, respectful classroom environment. Our goal of the SY23 is to increase to 2.73 students belief that they have strong, supportive relationships with their teachers.

Based on this data as school we determined it was necessary to additional area of focus in this area; therefore, we added an area of focus for positive culture and environment specifically relating to school culture and community. Please review that section for more details.

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

Based on the data above data as school we determined it was necessary to additional area of focus in this area; therefore, we added an area of focus for positive culture and environment specifically relating to school culture and community. Please review that section for more details.