

Brevard Public Schools

Gemini Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	13
Positive Culture & Environment	0
Budget to Support Goals	0

Gemini Elementary School

2100 OAK ST, Melbourne Beach, FL 32951

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

Demographics

Principal: Christina Carver T

Start Date for this Principal: 9/8/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (77%) 2018-19: A (76%) 2017-18: A (66%)
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	N/A

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	13
Title I Requirements	0
Budget to Support Goals	0

Gemini Elementary School

2100 OAK ST, Melbourne Beach, FL 32951

<http://www.gemini.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;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">21%</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;">12%</p>

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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.

Investing in every child, every day in every way.

Provide the school's vision statement.

Gemini community is dedicated to preparing today's students for tomorrow's launch to success.

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
Carver, Christina	Principal	Mrs. Carver supervises front office, cafeteria, Brevard After School staff and conducts teacher and staff evaluations. She is the TEAM meeting leader, Leadership Team leader, Facilitators' leader, SAC, PTO, and School Accreditation contact. She is responsible for campus supervision and monitors the school resource officer. Mrs. Carver tracks and monitors student accountability through data analysis.
Rosado, Christine	Assistant Principal	Mrs. Rosado is responsible for providing and leading professional development for staff, as well as be the Induction contact for all new teachers, and the onboarding process. She creates and manages school schedules, and plans the academic support program. She is the testing coordinator; and coordinates all aspects of Elementary Curriculum.
Kamlet, Rebecca	Instructional Coach	Mrs. Kamlet is responsible for assisting with the School Improvement Plan. She is the iReady point of contact, as well as participates in the MTSS process for students during IPST meetings weekly. She is the contact for interventions, when discussing students. She is part of the Literacy Leadership Team. and conducts classroom walkthroughs.
O'Brien, Erin	Teacher, K-12	Mrs. O'Brien is a member of our School Improvement Committee. She serves Gemini as a 6th Grade Math teacher. In addition, she is the chair of the SAC. She is a point of contact of data analysis and school improvement initiatives and decision making.

Demographic Information

Principal start date

Thursday 9/8/2022, Christina Carver T

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.*

6

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

471

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

5

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

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	50	62	74	60	70	62	0	0	0	0	0	0	378
Attendance below 90 percent	0	14	10	21	13	12	13	0	0	0	0	0	0	83
One or more suspensions	0	2	0	2	1	1	4	0	0	0	0	0	0	10
Course failure in ELA	0	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	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	3	2	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	6	3	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	7	8	11	3	10	7	0	0	0	0	0	0	46

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

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	0	2	2	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 7/28/2022

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	52	59	72	55	73	60	56	0	0	0	0	0	0	427
Attendance below 90 percent	8	3	4	2	10	6	3	0	0	0	0	0	0	36
One or more suspensions	2	0	0	0	1	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	7	9	3	13	9	5	0	0	0	0	0	0	46
LEVEL 1 ON 2021 FSA ELA	0	0	0	1	3	2	2	0	0	0	0	0	0	8
LEVEL 1 ON 2021 FSA MATH	0	0	0	1	5	6	5	0	0	0	0	0	0	17

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

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

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	0	2	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	52	59	72	55	73	60	56	0	0	0	0	0	0	427
Attendance below 90 percent	8	3	4	2	10	6	3	0	0	0	0	0	0	36
One or more suspensions	2	0	0	0	1	1	0	0	0	0	0	0	0	4
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	1	0	0	0	0	0	0	1
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	7	9	3	13	9	5	0	0	0	0	0	0	46
LEVEL 1 ON 2021 FSA ELA	0	0	0	1	3	2	2	0	0	0	0	0	0	8
LEVEL 1 ON 2021 FSA MATH	0	0	0	1	5	6	5	0	0	0	0	0	0	17

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

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

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	0	2	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	83%	61%	56%				83%	62%	57%
ELA Learning Gains	70%						68%	60%	58%
ELA Lowest 25th Percentile	67%						65%	57%	53%
Math Achievement	85%	49%	50%				87%	63%	63%
Math Learning Gains	82%						81%	65%	62%
Math Lowest 25th Percentile	75%						71%	53%	51%
Science Achievement	76%	60%	59%				75%	57%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	91%	64%	27%	58%	33%
Cohort Comparison		0%				
04	2022					
	2019	84%	61%	23%	58%	26%
Cohort Comparison		-91%				
05	2022					
	2019	73%	60%	13%	56%	17%
Cohort Comparison		-84%				
06	2022					
	2019	77%	60%	17%	54%	23%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	86%	61%	25%	62%	24%
Cohort Comparison		0%				
04	2022					
	2019	83%	64%	19%	64%	19%
Cohort Comparison		-86%				
05	2022					
	2019	81%	60%	21%	60%	21%
Cohort Comparison		-83%				
06	2022					
	2019	90%	67%	23%	55%	35%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	73%	56%	17%	53%	20%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-73%				

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	63	52	42	63	76	67					
HSP	100			77							
WHT	82	69	67	86	82	72	75				
FRL	74	69	82	78	66	75	50				
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	53	77	75	59	62						
HSP	75			67							
WHT	79	72	69	80	75	68	69				
FRL	64	65		66	59	80					
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	63	61	57	71	67	65					
HSP	100	50		82	60						
WHT	82	69	65	87	81	70	74				
FRL	81	67	92	83	74	57	79				

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)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	89
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	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	76
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	71
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?

Gemini’s ELA Achievement improved 4% and our Learning Gains and Lowest 25% went down 3%.

Based on the PM1 FAST 22-23, our school has 56% proficiency in ELA Reading and 28% proficiency in Mathematics for 3rd-6th grade. Star Reading PM1 has a proficiency of 79%, Star Early Literacy has a proficiency of 69%, and Star Math 77% proficiency.

We have lots of room to grow throughout the school. Our lowest assessment in Primary is our Star Early Literacy and intermediate is Mathematics.

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

Our areas of improvement is moving our Learning Gains and Lowest 25%; moving our 3s to 4s; and 4s to 5s and growing 5s.

Our Vocabulary Domain 79% as a school is lowest compared to the other reading domains within iReady.

In the vocabulary areas in Cambium, Star Reading and Early Literacy, our K-2nd average is 59% proficiency and 3rd-6th is 25% proficiency. This is our baseline to support our growth goals of 80% proficiency in K-2nd and 84% proficiency on 3rd-6th.

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

For the 2021-2022 school year, a new ELA curriculum was introduced which focused on the overall teaching/learning of the curriculum instead of one specific domain.

The amount of teacher knowledge of research based techniques for vocabulary instruction.

The new actions that will be taken to support the need will be a school-wide "Word of the Week", Literacy Coach will support/model vocabulary lessons from District Overview Documents through IPSTG, walkthroughs/observations during the Reading block, and Media Specialist will incorporate vocabulary chats during activity.

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

Our Math Learning Gains improved from 76% to 82% which is a 6% growth, Math lowest 25% improved their learning gains from 70% to 75% which is a 5% increase, we also saw a 5% increase in our Science Achievement level which went from 71% to 76%.

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

The factors that contributed to these improvements are the implementation of collaboration techniques including Think-Pair-Share, as well as the use of manipulatives and hands on learning. During IPSTG meetings, lessons were modeled and discussed.

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

Focused on SMART groups and enrichment groups with researched-based curriculum and being flexible with groups after each cycle. Our 3rd grade team is piloting the Reveal Accelerated Math program.

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.

Math curriculum training for all teachers during pre-planning. 3rd grade receives on-going PD twice a month with the district math resource teachers. After every SMART group cycle, the MTSS Coach and Literacy Coach will meet with grade levels to evaluate groups and move students based on need for enrichment or intervention.

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

- Continue to use the New ELA and Math Curriculum with the district pacing guides for key components of the reading and math block
- Quarterly Admin and Grade Level walkthrough focusing on ELA and Math Expectations
- Faculty meetings focused on reviewing spotlighting glows, determining areas of growth, and celebration of staff instruction and allow for reflection
- Involving parents in the understanding of changes in new curriculums and benchmarks

- Lead Mentor is providing ongoing meetings to support new teacher.
- Attempting to support teachers and removing unnecessary tasks off plates

Areas of Focus

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and

Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2022-2023 School Year, teachers will formalize and implement the new FL Reveal Math and EdGems curriculum while learning the B.E.S.T. Benchmarks.

Measurable Outcome:

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

K-6 will assess through the use of State Assessment, FAST, that will be given three times a year. Our desired outcome will be grade level proficiency of 80% or higher.

Monitoring:

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

K-6 grade level teams will gather data on Renaissance and/or Cambium (TIDE) from the State Assessment and analyze during data chats after the assessments are given.

Person responsible for monitoring outcome:

Christine Rosado (rosado.christine@brevardschools.org)

Math teachers will receive on going professional development ensuring the implementation of depth and rigor of the benchmarks and new curriculum.

Evidence-based Strategy:

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

During IPSPG, Jessica Klouda, District Math Coach, will be supporting teachers with alignment of curriculum and research based instructional practices.

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

Based on the 2022-2023 implementation of new State Math Benchmarks and a new State Curriculum, there was a need to ensure Tier 1 instruction in the area of mathematical concepts.

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. BEST Benchmark Math team will be comprised of one member from each grade level to collaborate and share insight on implementation of Benchmarks.
2. Our monthly IPSPG meetings, focus on the understanding and depth of the new BEST benchmarks with the help of our District Math Coach. Teachers will work together to build their capacity of this new learning.
3. Leadership Team and District Math Coach will conduct walkthroughs to determine the needs and supports that build capacity in instruction.
4. Leadership Team will walk quarterly to observe predetermined classroom characteristics that demonstrate the BEST Mathematical Thinking and Reasoning Standards. Data will be shared with staff during faculty meetings.
5. Leadership Team and Grade Level Teams K-6 will gather data and analyze during monthly data chats after assessments are given. These discussions will be focused on areas of need.

Person Responsible

Christine Rosado (rosado.christine@brevardschools.org)

#2. Positive Culture and Environment specifically relating to Teacher-Student Relationship

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 Youth Truth Survey we determined that the category of belonging was an area of need.

Measurable Outcome:

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

For grades 3-6 we expect an increase of students feeling that they belong to their school community from a 2.47, the 29th percentile, to the 50th percentile on the 2023 Youth Truth Survey.

Monitoring:

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

Leadership Team will collect data based on teacher and student conversation, and student to student conversation.

Person responsible for monitoring outcome:

Christine Rosado (rosado.christine@brevardschools.org)

Evidence-based Strategy:

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

Classroom teachers are using the Sanford Harmony Curriculum to engage students in morning meetings everyday. Staff will incorporate the focus of School Family from the research and implementation of Conscious Discipline throughout the school.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Both strategies are familiar to the majority of teachers and staff, which will allow us to focus on the specific area of school family and teacher student relationships.

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. Principal shared vision of building a school family during pre-planning. During this time, staff chose a student(s) to send a personalized postcard of welcome to their home. This will continue throughout the year.
2. Master Schedule blocks off morning meeting time to insure the classroom family meets and interacts in a positive classroom environment, with the use of the Sanford Harmony Curriculum.
3. Leadership Team will model and provide on-going PD focused on the School Family using Conscious Discipline.
4. Teachers will pick a book buddy teacher to have reading sessions with throughout the year.

Person Responsible

Christine Rosado (rosado.christine@brevardschools.org)

#3. Instructional Practice specifically relating to ELA

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 2021-2022 I-Ready School data, the area of need in all three diagnostics was the Vocabulary domain.

Measurable Outcome:

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

We expect an increase on I-Ready Vocabulary domain during the Winter Diagnostic Assessment to increase from 79% on or above grade level to 81% which is a 2% increase.

We expect the Vocabulary domain in Renaissance for grades K-2 to have a proficiency of 81%.

We expect the Reading Across Genres & Vocabulary reporting category to have a proficiency of ____.

Monitoring:

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

K-6 grade level teams will gather data through the Brevard Benchmark Assessments and the State Assessment, FAST, by honing in to the vocabulary benchmarks.

Person responsible for monitoring outcome:

Christine Rosado (rosado.christine@brevardschools.org)

Evidence-based Strategy:

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

Teachers will pay specific attention to the morphology pieces of the curriculum. This will continue to support the needed area of vocabulary.

During IPSTG, teachers will review vocabulary benchmarks within the district scope and sequence to ensure the implementation of depth and rigor of the benchmark.

Teachers will receive on going professional development of curriculum resources to enrich vocabulary 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 the results of the 2021-2022 End of Year Reading iReady Diagnostic, there was a need to ensure Tier 1 instruction in the area of vocabulary.

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. Continue to have the BEST ELA Benchmark Team meet to ensure implementation of vocabulary benchmarks and instruction.
2. During our monthly IPSTG meetings, Literacy Coach will support the teachers with reviewing areas within the district overview document using the Benchmark Curriculum to ensure rich vocabulary instruction and conversation.
3. ELA Leadership Team will walk to observe vocabulary instruction and strategies used during the ELA block. Literacy Coach will provide Glows and Grows feedback for teacher reflection. Data will be shared during faculty meetings.
4. Grade level teams will review diagnostic data and continue to monitor their students' progress through the use of iReady MyPath with the support of the Literacy Coach and Leadership Team.

Person Responsible

Christine Rosado (rosado.christine@brevardschools.org)

Positive Culture & Environment

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

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

Several key sources of data were utilized when planning for the 2022-2023 school year which include school-wide parent surveys, faculty "Insight Survey" and a new student survey called "Youth Truth". These data sets were invaluable when looking at the various areas of culture and promoting a positive environment.

- The parent survey results indicated a positive response in the following categories: Feeling welcome at school (87% yes), the office staff at my school is polite and is helpful in answering my questions or concerns (80% yes).

Areas of improvement included: Increase in parent/teacher communication, and more resources relating to classroom assistance. Focus areas for improvement planning include ensuring that FOCUS and other resources are available for all parents with relevant information. Weekly parent academic resources will be sent with the Principal's newsletter to provide extra resources for parents to help their children with standards.

- Our faculty insight survey also included areas of strength that included "leadership", "Professional Development" and "Evaluation". Target areas for improvement include "learning environment" and "academic opportunity". Using this trend data, resources will be provided at each faculty meeting and department meeting to add instructional tools for our staff.

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 IPSTGs weekly to discuss instruction and routinely examine disaggregated data to look for themes/patterns among student groups. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students.

Leaders demonstrate how those beliefs manifest in the school building. For example:

- Collaborative planning is solutions-oriented and based in disaggregated data
- Student work is displayed throughout school
- The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and, actively make themselves available to teachers and staff. The leadership team actively solicits staff feedback on school-wide procedures and create opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests.
- A clear code of conduct for students and adults with input from students, families, and school personnel has been created. Such as, establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches.

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

PTO- The school has a PTO that supports and engages school and staff. PTO has purchased ALL teacher laptops, document cameras (22-23 school year) and continues to raise money for improvements in technology throughout the school. PTO plans and coordinates engagement activities for families, students, staff and community.

Garden Club - Over the last couple of years, Gemini's gardens have become a showcase for the community. The garden has been recognized locally. Its volunteers raise money to keep the garden beautiful. The students have an opportunity to help tend to the garden twice a month.

Gemini Social Committee - Supports the staff when celebrations are had and in times of need.

Community Advertisement Banners for Local Businesses - These banners support the students and staff for events and school needs.