

Brevard Public Schools

Robert L. Stevenson Elementary School



2022-23 Schoolwide Improvement Plan

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Robert L. Stevenson Elementary School

1450 MARTIN BLVD, Merritt Island, FL 32952

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

Demographics

Principal: Tiffiny Fleegeer A

Start Date for this Principal: 6/4/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (82%) 2018-19: A (84%) 2017-18: A (84%)
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.

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<http://www.stevenson.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 KG-6	No	23%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

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

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SIP Authority

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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.

The school conducted a vision and mission workshop with all stakeholders over the course of 3 weeks in August 2020. The final vision and mission for the school was developed collaboratively and is as follows:

Mission - To inspire students to strive for excellence through a rigorous, academic and arts-integrated curriculum in a safe, equitable learning community.

Provide the school's vision statement.

Vision - Exemplify excellence in cognition, character, and creativity.

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
Fleeger, Tiffany	Principal	Mrs. Fleeger is the instructional leader of Stevenson Elementary. She provides leadership that allows teachers to grow in their craft and supports a choice school learning environment to enrich the community. She believes that all students can learn and that all learners deserve enrichment opportunities. Mrs. Fleeger is a huge supporter of the arts and its integration into the RLS curriculum. She also has a strong interest in technology and how it can impact learning in the classroom when integrated into instruction. Mrs. Fleeger works collaboratively with stakeholders and the parent community to assess the needs of the school and implement improvement efforts as noted through the observation and feedback cycle. Mrs. Fleeger is dedicated to academic excellence, arts integration, community connectedness, and the growth of all individuals.
Vanderpool, Cindy	Assistant Principal	Mrs. Vanderpool's duties and responsibilities are to support teachers in curriculum and instruction. She is the liaison between district initiatives, directives, and classroom teachers. She communicates how the latest programs are tied to best practices and student achievement. She collaborates with teachers to evaluate student, class, and school data and develop instructional plans that lead to student successes as noted during observation and feedback cycles.
Barrons, Angela	Instructional Coach	Mrs. Barrons, Instructional Coach, provides instructional support to teachers and oversees and participates in common planning for kindergarten through sixth grades. Mrs. Barrons also supports teachers in data analysis, leads us in the MTSS process, and planning for differentiated activities, small group instruction, and interventions in order to increase student learning gains. Mrs. Barrons works with teachers through the coaching cycle to improve instructional practices school-wide. She shares her strong pedagogy with all stakeholders at Stevenson. She provides training for both teachers and parents as it relates to instructional programs.
Harrigan, Patrick	Teacher, K-12	Mr. Harrigan, sixth grade ELA teacher, is a teacher leader. Mr. Harrigan works with the staff and the leadership team to plan and implement the School Improvement Plan, School Advisory Council initiatives, data meetings, and implementation of the new ELA curriculum. Mr. Harrigan is committed to the success of all RLS students.

Demographic Information

Principal start date

Tuesday 6/4/2019, Tiffany Fleeger A

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

3

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

11

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

507

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

4

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

4

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	70	70	71	69	80	65	68	0	0	0	0	0	0	493
Attendance below 90 percent	8	4	3	0	2	6	3	0	0	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
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	1	3	0	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	2	2	1	0	0	0	0	0	0	6
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	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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

Date this data was collected or last updated

Friday 7/29/2022

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	70	71	71	71	79	67	69	0	0	0	0	0	0	498
Attendance below 90 percent	0	2	5	2	5	3	2	0	0	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	1	4	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	1	2	0	2	0	2	0	0	0	0	0	0	7

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	1	1	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	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	70	71	71	71	79	67	69	0	0	0	0	0	0	498
Attendance below 90 percent	0	2	5	2	5	3	2	0	0	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	1	4	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	1	2	0	2	0	2	0	0	0	0	0	0	7

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	1	1	0	0	0	0	0	0	0	0	0	0	2
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	91%	61%	56%				90%	62%	57%
ELA Learning Gains	77%						69%	60%	58%
ELA Lowest 25th Percentile	76%						77%	57%	53%
Math Achievement	87%	49%	50%				95%	63%	63%
Math Learning Gains	78%						86%	65%	62%
Math Lowest 25th Percentile	76%						87%	53%	51%
Science Achievement	89%	60%	59%				85%	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	88%	64%	24%	58%	30%
Cohort Comparison		0%				
04	2022					
	2019	85%	61%	24%	58%	27%
Cohort Comparison		-88%				
05	2022					
	2019	93%	60%	33%	56%	37%
Cohort Comparison		-85%				
06	2022					
	2019	93%	60%	33%	54%	39%
Cohort Comparison		-93%				

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	93%	61%	32%	62%	31%
Cohort Comparison		0%				
04	2022					
	2019	93%	64%	29%	64%	29%
Cohort Comparison		-93%				
05	2022					
	2019	95%	60%	35%	60%	35%
Cohort Comparison		-93%				
06	2022					
	2019	97%	67%	30%	55%	42%
Cohort Comparison		-95%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	85%	56%	29%	53%	32%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-85%				

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	75	58	58	81	71						
ASN	100	83		100	83						
HSP	88	86		82	64						
MUL	80	64		87	86						
WHT	92	76	78	88	79	79	94				
FRL	87	72	67	77	76	65	82				
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	89	83		82	50						
ASN	100			100							
HSP	94	90		82	70						
MUL	83	77		79	46						
WHT	94	85	83	87	61	62	94				
FRL	93	87		83	52		92				
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	89	75		100	88						
ASN	92			100							
HSP	97	66		94	86	90	70				
MUL	79	50		79	77						
WHT	90	71	81	97	87	95	86				
FRL	89	64	82	89	85	70	92				

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

ESSA Federal Index	
OVERALL Federal Index – All Students	82
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	
Total Points Earned for the Federal Index	574
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	69
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	92
Asian Students Subgroup Below 41% in the Current Year?	NO
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	80
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	84
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	75
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?

In ELA, the overall proficiency rate drooped from 93% to 91%, while learning gains dropped school wide from 82% to 77% for all students and 85% to 76% for students in the lowest 25%. A positive trend was noted in the strand of "Integration of Knowledge and Ideas" by 12% proficiency compared with the previous year.

In math, the overall proficiency of the school remained at 87% proficiency. There was a positive change in learning gains for all students from 61% in 2020-2021 to 78% in 2021-2022. Likewise, learning gains for students in the lowest 25% increased from 59% in 2020-2021, to 76% in 2021-2022.

Science proficiency dropped from 91% to 89%, although each knowledge strand saw an improvement except for Life Science.

Although we have no identified ESSA subgroups, we will be monitoring our SWD and ED subgroup as they were lower than our others. Also, it is evident that the bottom 25% in ELA remains a focus.

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

Learning gains for all students and students in the lowest 25% in ELA had the greatest drop from the previous year. Overall proficiency for math has remained stagnant over the last 2 years, and have dropped from 95% from 2018-2019. Learning gains in math in 2018-2019 stood at 86%, as compared to 78% in 2021-2022.

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

Addressing differentiated needs through a combination of tier 1, tier 2, and tier 3 instruction. The implementation of a new reading curriculum may also be a contributing factor. Tier 1 instruction should emphasize student engagement through small group work. Groups should be given purposeful, curriculum focused activity which require students to utilize a high degree of thinking and questioning in discussion with classmates. Tier 2 and tier 3 instruction provided as data establishes need for particular subsets of students. Tier 2 and tier 3 group should be differentiated and organized to address the needs of the individual student.

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

Learning gains for all students and for students in the lowest 25% in math showed a significant improvement from 2020-2021.

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

Collaborative planning provides teams of teachers time to establish common language and impactful strategies for use in mathematics instruction. Teacher teams meeting regularly with the instructional coach, guidance, and administration allowed for valuable resources and information to be exchanged. This exchange helped teachers address the varying needs of the students struggling with mathematics. In addition, high impact instructional professional development provided teachers with opportunities to learn new strategies which could be implemented in multiple subjects, including math. Establishing meaningful tiered supports for students demonstrating need in mathematics. The use of iReady groupings & scaffolds, focused MTSS processes, and interventions occurring with fidelity supported achievement.

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

Continued work with collaborative planning and teacher led professional development with a focus on engaging strategies will accelerate learning across the curriculum. Implementation of small group centered structures and activities will promote collaborative learning amongst students and increase engagement. Utilize scaffolding and consistent tier 1 instruction with teacher clarity and an emphasis on BEST standards. Provide rigorous writing tasks in response to reading. Emphasize student thinking and risk taking during lesson development, and monitor student mastery of BEST standards.

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.

Professional development will focus on providing teachers with high impact student engagement strategies. The first of these trainings will occur during preplanning. Throughout the year, teachers will be encouraged to research, implement, and share the results of using research based student engagement strategies through early release day professional development days. The school will receive training on

the implementation of Kagan structures. Additional professional development offered at the district will be identified and shared with teachers as these trainings become available. Professional development in support of new BEST math standards and curriculum. Technology training in support of high impact instruction and student engagement. Math coach will provide additional professional development and support collaborative planning.

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

ESSER funds can provide additional classroom resources and academic support programs to ensure sustainability of improvement. Parent information nights will be instituted to help inform stakeholders about new curriculum and standards. Teachers from all grade levels will be encouraged to participate in these informational nights, and paid through ESSER funds. Additionally, teachers will be encouraged to organize tutoring services for students, and paid via ESSER funds. Kagan structures will continue to be a focus for future professional development and school improvement planning. Hosting book studies and praise walks will allow collaboration and sharing of ideas between educators.

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 Student Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>After reviewing data from FSA and iReady, engagement strategies utilized in lessons pertaining to the ELA strand Integration of Knowledge and Ideas improved proficiency compared to other strands. A new focus on providing engaging instruction to students across multiple disciplines will improve student outcomes and establish high expectations for students and staff.</p> <p>Stevenson's focus continues to directly align to the District's Strategic Plan Strategy A1:S4 - Align school efforts with student needs as identified through comprehensive data analysis of the performance of all students, robust review of prevailing research, and amplification of strategies for Tier 1, Tier 2, and Tier 3 instruction.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>In ELA, FAST PM1 K-6 proficiency was at 72%, by FAST PM3 the goal is to achieve 100% proficiency.</p> <p>In Writing, 100% of students will achieve a proficient score based on data from the FAST PM3.</p> <p>In Math, FAST PM1 K-6 proficiency was at 52%, by FAST PM3 the goal is to achieve 100% proficiency.</p> <p>iReady reading and math diagnostics will used as progress monitoring.</p> <p>100% of teachers will follow the 2022-2023 instructional agreements as outlined by BPS Elementary Leading and Learning as measured by classroom walkthroughs and observations.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>In ELA, FAST testing results from September and January will be coupled with results from iReady Diagnostic testing to establish if proficiency is likely to increase on the final ELA FAST.</p> <p>In Writing, the district baseline writing will be measured against ongoing in class writing assessments.</p> <p>In Math, FAST testing results from September and January will be coupled with results from iReady Diagnostic testing to establish if proficiency is likely to increase on the final Math FAST.</p> <p>Classroom observations with feedback will be used to monitor fidelity of interventions, quality of tier 1 instruction, and implementation of Florida BEST standards.</p>
Person responsible for monitoring outcome:	<p>Tiffany Fleeger (fleeger.tiffany@brevardschools.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>The school will be focusing on implementing engaging strategies to improve student outcomes. Teachers will be encouraged to research, implement, and share out the results of student engagement strategies across the curriculum. In February, Kagan Structures specifically will be introduced through a professional development session. Following this training, teachers will begin implementing Kagan strategies to complement existing proven engagement strategies to improve student outcomes.</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	<p>Previous work with highly engaging strategies in work with the ELA strand "Integration of Knowledge and Ideas" led to a 12% increase in scoring from 2020-2021 to the 2021-2022 school year. Focusing on these engagement strategies more deliberately and implementing them across subjects should yield improved outcomes in both Math and ELA.</p> <p>According to recent TNTP Learning Acceleration for All: Planning for the Next Three to Five Years (June 2021), the primary focus to combat the negative educational</p>

Describe the resources/criteria used for selecting this strategy.

impact due to the pandemic is to diagnose lost learning and accelerate student exposure to grade-appropriate work while providing "just in time" scaffolds. Systems should focus on accelerating students back to grade level—not by rushing through the curriculum, but by using proven strategies that help students engage with the most critical work of their grade as quickly as possible. TNTP also states that giving students more frequent opportunities to be responsible for “doing the thinking” not only helps them build the knowledge and skills they need to deeply understand the content, but can also build students’ motivation in school and lead to deeper engagement in their learning. On top of starting with standard-aligned instruction (a prerequisite for supporting students’ academic growth), strategies can be implemented to give all students the chance to grapple with challenging cognitive work during their daily lessons. Through implementation of these strategies, students' learning can be accelerated and learning gains can be achieved more successfully. Stevenson's previous BPiE Self-assessment also indicated that analyzing data to determine professional development needs in an effort to support instructional strategies for students with disabilities is an area for growth. Our action steps will directly address both student and teacher needs.

Action Steps to Implement

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

Action Step Strategy: Collaborative Planning

Provide teachers with additional common planning time facilitated by a member of the leadership team to build arts-integrated, quality Tier 1 lessons with and tasks that include student engagement strategies. Dates will be determined and placed on the master calendar by the leadership team during pre-planning.

Leadership Responsibilities

- * Arrange a schedule where common planning time is available on a regular basis
- * Schedule and lead collaborative planning sessions 4 times per year
- * Design a PLC agenda for teachers to utilize when meeting with their team to provide consistency across grade levels

Teacher Responsibilities

- * Meet as a grade level team weekly to plan for instruction
- * Attend collaborative planning sessions focused on priority standards and Tier 1 needs as identified through data analysis
- * Identify, develop, and implement standards-aligned tasks that include student engagement strategies and common assessments

Person

Responsible

Tiffany Fleeger (fleeger.tiffany@brevardschools.org)

Action Step Strategy: Professional Development for High-Yield Instructional Practices to Meet the Needs of All Learners

Organize staff led professional development sessions which highlights teachers utilizing high impact engagement strategies in the classroom. The teachers will present the specific instructional strategy, demonstrate the strategy in use, and discuss impact on student outcomes. As more teachers present on specific strategies, collect presentations and data for further evaluation and sharing via a maintained on Google Classroom. Use website to share resources with staff regarding engagement strategies and their implementation in the classroom.

Arrange professional development opportunities throughout the course of the school year focused on high-yield instructional strategies for rigor, student engagement, ELA curriculum (Benchmark Advance/ Savvas, BEST Math Benchmarks, new math curriculum, and task alignment.

Leadership Team Responsibilities

- * Design and implement PDD, ERPDs, Vertical Conversation Meetings, and Faculty Meetings
- Support VORP Opportunities, Model Classroom Observations, Model Video Demonstrations
- Instructional Coach & Math Coach Model Lessons
- District Resource Teacher Support
- Standard Aligned Task Analysis
- I-Ready Data Training sessions focused on using reports to support instructional needs of students in math and ELA
- * I-Ready Tools for Instruction and Tools for Scaffolding Instruction (Reading)
- * I-Ready Prerequisite Instructional Tools (Math)
- Instructional Rounds using TNTPs Student Experience Assessment Guide
- * Provide Trainings on Instructional Strategies for Students with Disabilities: ESE Accommodations & the use of iReady to support the needs of students identified as ESE
- * Develop a resource website that focuses on high-yield engagement strategies
- * Training, IDEA Training, Co-Teaching for Inclusion/Collaboration

Teacher Responsibilities

Participate in professional development opportunities throughout the course of the school year

- PDD, ERPDs, Vertical Team Meetings, Faculty Meetings
- VORP Opportunities, Model Classroom Observations, Model Video Demonstrations
- Instructional Coach and Math Coach Support
- District Resource Teacher Support
- Standard Aligned Task Analysis
- I-Ready Data Training sessions
- * I-Ready Tools for Instruction and Tools for Scaffolding Instruction (Reading)
- * I-Ready Prerequisite Instructional Tools (Math)
- Instructional Rounds using IPG and LLW tool
- * Choose an area of study from the resource website, research, implement, reflect on student outcomes, revise strategy, and present to faculty
- * Instructional Strategies for Students with Disabilities: ESE Accommodations Training, IDEA Training, Co-Teaching for Inclusion/Collaboration

Monitored by entire Leadership Team

Person

Responsible

Angela Barrons (barrons.angela@brevardschools.org)

Action Step Strategy: Implementation of Quality Tier 1 Core Instruction for all students in ELA and Math.

Help facilitate a professional development training on Kagan structures with the entire staff. Highlight links to existing strategies in place and how various structures can be implemented across the curriculum.

Leadership Team Responsibilities

- * Instructional monitoring, feedback, and coaching will occur based on student data trends and observation data. Leadership will create a monitoring schedule to provide feedback regarding effective implementation of standards-aligned (whole and small group) instruction/tasks and scaffolds

Teacher Responsibilities

- * Teachers will plan whole and small group instruction focused on arts and content-integrated grade level

standards. Scaffolds will be provided to continue to accelerate learning toward meeting the grade level standards.

- Math Curriculum and Pacing Documents
- Social Studies Pacing Document/DBQ
- CSI Lessons
- Science Priority Units
- Text Sets
- Project Based Learning opportunities
- Engage NY Units of Study
- LDC Modules
- 95% Group Phonemic Awareness/Phonics/Multi-syllabic Words Lessons
- Heggerty Lessons
- * Consistent usage of Tier 1, 2, and 3 vocabulary across all subject areas
- * Implement i-Ready Data Chats with students
- * I-Ready Tools for Instruction and Tools for Scaffolding Instruction (Reading)
- * I-Ready Prerequisite Instructional Tools (Math)
- * STAR and FAST Reports on Instruction

Monitored by entire Leadership Team

Person Responsible Tiffany Fleeger (fleeger.tiffany@brevardschools.org)

Action Step Strategy: Monitoring Data

Leadership Team Responsibilities

- * Arrange weekly Student Success Team Meetings
- * Analyze student performance data at school, grade, class, and student level (iReady, grade level common assessments/tasks, Science Formative/Summative Assessments, and Standards Mastery Assessments).
- * Utilize performance data to determine any unfinished learning and assist teachers in developing instructional plans accordingly (Tier 1, 2, and 3 instruction)
- * Review and monitor subgroup data to include SWD, Multi-Racial, Economically Disadvantaged, bottom quartile, and top quartile
- * Arrange team members to support teachers in analyzing student performance/behavioral data and monitoring students' progress in response to targeted instruction
- * Monitor attendance data and meet with families and teachers to provide interventions to support attendance

Teacher Responsibilities

- * Attend weekly Student Success Team Meetings (MTSS Process)
- * Identify students in the bottom quartile and top quartile
- * Identify students in lowest performing subgroups
- * Analyze student performance data at grade, class, and student level (iReady, grade level common assessments/tasks, Science Formative/Summative Assessments, and FAST PM)
- * Develop and follow instructional plans for unfinished learning as needed (whole and small group)
- * Utilize data to make sound instructional decisions (Tier 1, 2, & 3)

Monitored by entire Leadership Team

Person Responsible Cindy Vanderpool (vanderpool.cindy@brevardschools.org)

Action Step Strategy: Prioritizing Interventions Strategically and Effectively

Leadership Team Responsibilities

- * Provide a master schedule that has dedicated daily intervention time to support the MTSS process as needed
- * Arrange team members to support teachers in identifying student areas of need, prescribing interventions/enrichment, and monitoring students' progress in response to targeted instruction
- * Utilize ESSER Funding and Academic Support Funding to support students (before/during/after school) who are identified as needing more instruction and support to meet grade level standards
- * As indicated in the Parent Survey, implementation of a after-school tutoring program will be implemented to support students that may be struggling with current standards or as requested by parents. The program will utilize volunteers from our feeder school to support collaborative relationships.

Teacher Responsibilities

- * Collaborate to identify strategies and instructional plans that support student needs
- * Deliver tiered interventions/enrichment opportunities with fidelity
- * Monitor and report student progress
- * Involve families in the process of supporting student success through parent conferences and school/grade level informational events
- * Students needing Tier 3 level of instruction will be referred to the IPST to determine specialized strategies to implement. Weekly progress monitoring will occur by the team.

Person

Responsible

Zaida Silva (silva.zaida@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.

Building a positive culture and environment at Stevenson is key to our many successes. The leadership team starts each school year off with sharing the results of survey data from the pervious year. We make sure to celebrate success and strong scores with all stakeholders. Our team takes pride in highlighting our teacher's strengths in many ways. Instructional rounds, praise walks, and providing opportunities for professional development to our coworkers are just a few ways that build capacity for our educators in our building. In addition to that, our school community is committed to recognizing students monthly from each classroom for specific character education behaviors. These results are posted on social media and on our bulletin board in the main hallway. Class morning meetings are a part of our daily schedule for all grade levels. These meetings are purposeful and are focused on building strong classroom communities that support our schools mission and vision. Stevenson is always reflecting on ways and listening to feedback from all stakeholders to keep our school culture and environment a positive to learn for all.

Stevenson's parents, teachers, students, and staff input have been analyzed through surveys, discussions, historical anecdotal information, and data to determine the aspects of our school that needed attention to

ensure that Stevenson had a supportive and fulfilling environment, learning conditions that meets the needs of all students, clear understandings of roles, and a culture that values trust, respect, and high expectations. This information was collected and action steps were put in place. For example, our Parent Survey indicated that families preferred to attend events either directly after school or on weekends. This input led to events and meetings beginning earlier than they had been in the past. The input also indicated that families would like more academic informational meetings throughout the year. As a result, Math, Reading, and Study Skills Family Nights have been placed on this year's calendar.

Additional action steps are, but are not limited to :

1. A weekly principal 'Friday Message' sent to parents regarding current events at school.
2. A Facebook page promoted and utilized to share with parents the events occurring at school. The focus being on students. Projects and student events are featured.
3. Leadership created a Principal Cabinet to assist in the decision making process for professional development, grading, and school decisions.
4. Teachers have agreed to sit on various committees to help create procedures and/or norms.
5. Leadership has created the Student Executive Council. These are 3rd, 4th, 5th, and 6th graders that view data and share information from the Youth Truth Survey. They speak to both teachers and the School Advisory Council regarding the data collected in the survey and suggestions for improvements. Third grade was added this year at the recommendation of the students on the council.
6. Parent concerns communicated by email or telephone are addressed within 24 hours. There is an open door policy for parents to speak with the principal. Principal is visible during the school day.
7. Parents are invited to SAC and other parent meetings. Parents are encouraged to fill necessary positions.
8. Students are recognized for kindness, character traits, and special events.
9. Teachers are recognized for their good work when they receive the Penguin Pride Award.
10. Parents are recognized for their volunteer efforts through Volunteer of the Year and communications indicating our appreciation of what they do.
11. Teachers receive notes from leadership expressing pride in what they are doing.
12. Leadership sends communication through a phone call or card to families that have experienced a trauma.
13. Professional Development has been created in a manner where teachers learn a strategy, teach a strategy, and share student work.
14. Procedures for lunch room, walking in line, cafeteria, and recess are shared across the school with the same expectations and structures.

Leadership understands the importance of developing a positive school culture as these habits change the attitude of parents, teachers, students, and staff. To stay informed of what is going on in the school will ensure that leadership is proactive and targeted in meeting culture needs. To create meaningful parent involvement, celebrate the personal achievement of students, parents, faculty and staff, set consistent discipline, have teachers involved in their staff development, establish school norms, engage students in their learning, and create rituals and traditions that are fun for teachers and students are all continued ways to build the positive culture.

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

The leadership and committee structures put in place at Stevenson intentionally include all stakeholders to assist in the development of a positive learning environment that also instills excellence and accountability. The purpose of the work of these committees, such as the Leadership Team, Principal Cabinet, Student Executive Council, Positive Behavior Committee, and Equity Committee is to include stakeholders in the decision making process that supports all the stakeholders of the learning community. Each committee clearly understands their roles and purpose as our mission and vision is the umbrella under which they operate. The involvement of those that serve indicates there is a high level of trust and respect in their ability. This trust extends to other stakeholders as academic conversations take place in and beyond each

grade level.

Examples of the work in these committees are as follows:

The Leadership Committee, made up of 5 members, the principal being the leader, manages school academic and procedural needs. It also gathers data and information from a variety of sources to determine needs and write the school improvement plan.

The Principal Cabinet is involved in the decision making process as it relates to professional development, grading, determining the members of our student executive council, and accreditation. This group also examines opportunities for growth.

Our Student Executive Council, facilitated by the school principal, looks at student data and analyzes the information gained from the Youth Truth Survey. Yearly, they present to our School Advisory Council and share the information learned from this particular survey. Teachers were very interested in student perceptions.

The School Advisory Council, with members of teachers, parents, and individuals from the community. This year we have an individual from the Brevard County Sheriffs office. This committee also assists with ideas and resources to improve the school. It also discusses and votes as to how the SAC budget will assist in the improvements.

One of the tools that each of these committees utilizes to gain information from and for shareholders is the format of a survey. Each group sometimes develops, always analyzes, and uses the information gained to improve practice. Surveys include our annual Parent Survey, Teacher Survey, Youth Truth Survey, and even some ad hoc surveys to collect specific data. For example, leadership changed the procedures of the car loop. To gather information, a survey was sent to parents to answer questions specifically related to this change. This way the team knew the overall effectiveness of the decision made.

The survey provides open and honest feedback that assists in improving the quality of education, enhances teaching methods, and the learning environment. It also helps us to understand the student's perspective which, hopefully, gives us insight on their thinking. Teacher surveys help to give a picture of how supportive the leadership is, their sense of satisfaction, and their points of view on a variety of educational topics. Surveys provide the feedback that can track student performance, faculty performance, and the quality of education. Surveys address the concerns of students, parents, and educators feel that their opinion or thoughts are valued and their suggestions are acted upon. This created a positive, energetic atmosphere and culture.