# Fairglen Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Fairglen Elementary School

### 201 INDIAN TRL, Cocoa, FL 32927

### http://www.fairglen.brevard.k12.fl.us

## Demographics

## Principal: Christy Meraz A

Start Date for this Principal: 8/26/2022

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-6 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically<br>Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students*<br>Multiracial Students<br>White Students*<br>Economically Disadvantaged Students* |
| **School Grades History** | 2021-22: C (41%)<br><br>2018-19: C (48%)<br><br>2017-18: C (42%) |
| **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.](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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# Fairglen Elementary School

## 201 INDIAN TRL, Cocoa, FL 32927

## http://www.fairglen.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 | 28% |

## School Grades History

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

## School Board Approval

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

We, the students, staff, parents, and community of Fairglen Elementary, work together as a team to provide a nurturing and safe environment that promotes academic and personal excellence, encourages independent thinkers, and inspires young minds to reach full potential. (Rev. 18/19)

**Provide the school's vision statement.**

Fairglen Elementary School's vision is to develop well-rounded, productive and successful citizens by serving every student with excellence as the standard. (Rev. 18/19)

### 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 |
|------|---------------|--------------------------------|
| Meraz, Christy | Principal | School Leadership Team, Monitoring Progress Monitoring, Data Collection, Data Analysis, ESSA Subgroups Data Identification and collection, Instructional Coaching, Professional Development, Collaborative Planning, FCRR Walkthrough Tool |
| Patrylow, Lisel | Assistant Principal | Discipline Data and Intervention, Professional Development, Instructional Coaching, Subgroup Data Monitoring, School Leadership, ESOL Contact, Attendance/Truancy, Collaborative Planning, FCRR Walkthrough Tool |
| Mark, Diane | Reading Coach | Instructional Coaching, Professional Development, School Leadership Team, Data Monitoring, Intervention Assistance and Design, Collaborative Planning, FCRR Walkthrough Tool |
| Walker, Colleen | Instructional Coach | Instructional Coaching, Professional Development, School Leadership Team, Data Monitoring, Intervention Assistance and Design, Collaborative Planning |
| Delida, Laurie | Instructional Coach | PBIS Coach/ESE Team Lead: Assists with data tracking for discipline, serves as LEA, assists teachers with BIP Creation and Intervention, School Leadership Team, Mentoring, Data Monitoring |

### Demographic Information

**Principal start date**
Friday 8/26/2022, Christy Meraz 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.*

16

**Total number of teacher positions allocated to the school**

48

**Total number of students enrolled at the school**

590

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

3

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

13

**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 | 86 | 83 | 79 | 75 | 69 | 79 | 97 | 0 | 0 | 0 | 0 | 0 | 0 | 568 |
| Attendance below 90 percent | 18 | 38 | 20 | 25 | 23 | 24 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 178 |
| One or more suspensions | 0 | 3 | 2 | 7 | 3 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| Course failure in ELA | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in Math | 0 | 0 | 0 | 0 | 4 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 28 | 36 | 31 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 129 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 36 | 39 | 44 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 147 |
| Number of students with a substantial reading deficiency | 0 | 65 | 37 | 38 | 13 | 17 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 185 |

**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 | 2 | 1 | 5 | 4 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |

**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 | 9 | 4 | 5 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Students retained two or more times | 0 | 2 | 1 | 5 | 4 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |

**Date this data was collected or last updated**

Friday 8/26/2022

**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 | 83 | 72 | 74 | 67 | 74 | 88 | 80 | 0 | 0 | 0 | 0 | 0 | 0 | 538 |
| Attendance below 90 percent | 16 | 18 | 12 | 15 | 20 | 13 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |
| One or more suspensions | 0 | 1 | 3 | 2 | 2 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 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 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on 2021 FSA ELA | 0 | 0 | 0 | 2 | 24 | 32 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 82 |
| Level 1 on 2021 FSA Math | 0 | 0 | 0 | 2 | 36 | 43 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 107 |

**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 | 2 | 3 | 22 | 33 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 93 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 4 | 9 | 5 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 83 | 72 | 74 | 67 | 74 | 88 | 80 | 0 | 0 | 0 | 0 | 0 | 0 | 538 |
| Attendance below 90 percent | 16 | 18 | 12 | 15 | 20 | 13 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |
| One or more suspensions | 0 | 1 | 3 | 2 | 2 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 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 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on 2021 FSA ELA | 0 | 0 | 0 | 2 | 24 | 32 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 82 |
| Level 1 on 2021 FSA Math | 0 | 0 | 0 | 2 | 36 | 43 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 107 |

**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 | 2 | 3 | 22 | 33 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 93 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 4 | 9 | 5 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

## Part II: Needs Assessment/Analysis

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

| School Grade Component | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 32% | 61% | 56% | | | | 45% | 62% | 57% |
| ELA Learning Gains | 42% | | | | | | 52% | 60% | 58% |
| ELA Lowest 25th Percentile | 32% | | | | | | 52% | 57% | 53% |
| Math Achievement | 35% | 49% | 50% | | | | 45% | 63% | 63% |
| Math Learning Gains | 55% | | | | | | 51% | 65% | 62% |
| Math Lowest 25th Percentile | 51% | | | | | | 45% | 53% | 51% |
| Science Achievement | 41% | 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 | 9 | 33 | 32 | 16 | 42 | 39 | 14 | | | | |
| ELL | 21 | 25 | | 21 | 75 | | | | | | |
| BLK | 25 | 42 | | 13 | 25 | | | | | | |
| HSP | 28 | 30 | | 32 | 67 | | 45 | | | | |
| MUL | 39 | 40 | | 48 | 55 | | 50 | | | | |
| WHT | 32 | 44 | 30 | 35 | 55 | 50 | 41 | | | | |
| FRL | 30 | 39 | 30 | 32 | 54 | 44 | 33 | | | | |
| **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 | 47 | 42 | 17 | 41 | 27 | 24 | | | | |
| ELL | 23 | | | 38 | | | | | | | |
| BLK | 29 | 46 | | 29 | 62 | | | | | | |
| HSP | 33 | 67 | | 41 | 53 | | | | | | |
| MUL | 38 | | | 33 | | | | | | | |
| WHT | 39 | 58 | 60 | 35 | 51 | 32 | 28 | | | | |
| FRL | 31 | 58 | 50 | 29 | 53 | 42 | 24 | | | | |
| **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 | 18 | 46 | 54 | 18 | 36 | 34 | 21 | | | | |
| ELL | 38 | | | 38 | | | | | | | |
| BLK | 27 | 29 | | 36 | 43 | | | | | | |
| HSP | 25 | 52 | | 30 | 25 | | | | | | |
| MUL | 44 | 42 | | 39 | 50 | | | | | | |
| WHT | 48 | 55 | 57 | 47 | 55 | 47 | 47 | | | | |
| FRL | 36 | 48 | 51 | 37 | 51 | 46 | 40 | | | | |

## 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 | 41 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 288 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 26 |
| 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 | 36 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | 26 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 1 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 40 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | 46 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |

| Pacific Islander Students | |
|---|---|
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| **White Students** | |
| Federal Index - White Students | 41 |
| 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 | 37 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| 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?**

These scores can be attributed to: Summer Slide/Chronic Absences/Skill deficits due to Distance Learning and lack of instructional focus on standards aligned, rigorous grade level core instruction.

Data:
ELA Learning Gains: 42%
ELA Lowest 25th Percentile 32%
SSA: Science 41% Proficiency
Math Learning Gains: 55%
Math Lowest 25th Percentile 51%

Trends:
ELA Proficiency of 32% continues (3 years) to trend below district/state average 60%
Math Proficiency of 35% continues to be below district/state average 58%
The number of discipline referrals have increased over the last 2 years (299 to 402)

ESSA Federal Index:
Students with Disabilities: 26% and below 41% for 3 consecutive years
Black/African American Students: 25% and below 41% for 2 consecutive years
English Language Learners: 36% and below 41% for 1 consecutive year
Hispanic Students: 40% and below 41% for 3 consecutive years
Economically Disadvantaged Students: 37% and below 41% for 1 consecutive year

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

iReady Diagnostic 3 Data from 2021-2022 SY shows the following percent per grade level that are performing two or more grade levels below:
1st Grade: 5%
2nd Grade: 20%
3rd Grade: 14%
4th Grade: 17%
5th Grade: 28%
6th Grade: 35%

iReady Diagnostic 3 Data from 2021-2022 SY shows the following percent per grade level that are performing two or more grade levels below:
Students with Disabilities: 36% (Total of 169 students)
Hispanic: 38% (Total of 46 students)
Black or African American: 7% (Total of 44 students)
Economically Disadvantaged Students: 17%(Total of 397 students)

iReady Diagnostic 3 Data from 2021-2022 SY shows deficiency in Phonics in Grades 1-6.
The following represents the percent of students performing two or more grade levels below:
1st Grade: 4%
2nd Grade: 32%
3rd Grade: 23%
4th Grade: 21%
5th Grade: 11%
6th Grade: 10%

Data Components:
SSA: Science 41% Proficiency
FSA: ELA 32% Proficiency
FSA: Math 35% Proficiency

Our data components showed the lowest performance achievement/proficiency ratings in ELA. Contributing factors include: Chronic Absences/Summer Slide/Skill deficits due to Distance Learning and as noted above, a lack of standards-aligned core instruction. Increasing students' learning gains remains the focus when making key decisions for instruction.

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

Areas of concern with student achievement include Reading and Math. The number of students reaching proficiency level have declined in both state level assessments and iReady diagnostics. Contributing factors include:

Implementation of new standards/curriculum in ELA
Student Chronic Absenteeism
Lack of rigorous core instruction in ELA and Math

ELA Action Plan:
Professional Development - Science of Reading
Walkthroughs using FCRR Tool
Collaborative Planning
Math Action Plan:
New Standards

New Curriculum
Data Tracking - Test data in Performance Matters
Walkthroughs by Coach and Administration
Collaborative Planning
Ongoing Professional Development

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

Improvement in Science - 29% to 41% Proficient based on state assessment data.
41% proficiency on science exceeded the 5th Grade ELA Proficiency of 33%.
Closing the gap with state/district: State average Science 5th grade was 48% and district average was 55%.

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

Students participated in Super Science Saturdays. These lessons were taken back to the classroom to present to all students in 5th Grade. PENDA was used with fidelity on a daily basis and our school received the PENDA science power performer award. Teachers participated in collaborative planning sessions with a focus on science instruction.

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

To accelerate learning, professional development opportunities will be provided to support the ELA and Math Curriculum. PENDA will be implemented to strengthen science instruction. PENDA Reports/Data will be utilized to drive instructional needs. Monthly MTSS Meetings will be conducted to monitor and target Intervention based on areas of deficiency and to identify students in need of intensive small group instruction. District Assessments will be conducted at the end of each Benchmark to make instructional decisions and identify students in need of small group instruction for remediation of skills.

Strategies:
Daily Core Phonics Program in 1st and 2nd Grade
Targeted Small Group Instruction
On-going Professional Development
Observation and Feedback
Focus on standards aligned, rigorous core instruction

**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.**

Based on the contributing factors and strategies identified to accelerate learning, the following professional development opportunities will be provided:
Benchmark Advance/Universe (Kinder-5th) and SAAVAS (6th Grade) - ELA Curriculum
Benchmark - Math Curriculum
MTSS - Intervention/Small Group Instruction
Conscious Discipline and Restorative Practices - Improve attendance/support emotional needs of students
Science of Reading--in partnership with State Regional Literacy Director/RAISE
Shifting the Balance--focused on student engagement
Teach Like a Champion--focused on classroom engagement

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

Intentionality to impact students based on student data (money, people, time) - Title 1 Plan to include supporting student instruction; Plethora of resources to utilize during academic instruction;
Intervention to occur daily to close academic gaps; Looking at data during Grade Level Meetings to address the individual needs of students to drive instruction
Services to include:
Eckerd on Activity Wheel (Prevention)
Science:
PENDA
ELA Curriculum
Intervention Resources:
Lexia
LLI
95%
Math Curriculum:
Benchmark
Professional Development on the Science of Reading will provide teachers the tools to have a deeper understanding of reading acquisition. Teachers will hone in on explicit instruction, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. Teachers will also be provided tools on decoding strategies to support students.
Professional Development on MTSS: Monitor student progress with interventions
Analyze FAST Progress Monitoring and iReady Data after Diagnostics

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

**:**

| #1. Positive Culture and Environment specifically relating to Discipline | |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | The number of discipline referrals increased significantly: 2020-2021 (299 referrals) 2021-2022 (402 referrals). This increase may be attributed to students being on remote learning during the 2020-21 school year, thus reducing the number of students in the building. The following data represents the referrals by grade level during the 2021-2022 School Year:<br><br>Kindergarten: 42 Referrals<br>1st Grade: 45 Referrals<br>2nd Grade: 72 Referrals<br>3rd Grade: 37 Referrals<br>4th Grade: 31 Referrals<br>5th Grade: 32 Referrals<br>6th Grade: 143 Referrals<br><br>6th Grade represents 25% or more of combined referrals. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | During the 2022-2023 school year, we will decrease the amount of office referrals by 25% from 402 referrals to 300 referrals. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | Monitoring:<br>* Data Analysis (Monitor Reports). Data will be pulled off of focus bi-weekly.<br>* Classroom Walkthroughs/Feedback<br>* Risk ratio report monthly<br>* Grade Level Meetings |
| **Person responsible for monitoring outcome:** | Christy Meraz (meraz.christy@brevardschools.org) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Fairglen will utilize Conscious Discipline with fidelity in conjunction with restorative practices. These together have been shown to:<br><br>Improve the social and emotional skills of students<br>Improve the social and emotional skills of teachers<br>Increase student academic readiness<br>Increase student academic achievement<br>Improve the quality of student-teacher interactions<br>Improve school climate<br>Decrease aggression in preschool children<br>Decrease impulsivity and hyperactivity in "difficult" students |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the | Student behavior impacts all students in the classroom. In order to continue to improve the achievement of all students, we must work to improve behaviors that impact the environment. With an overarching emphasis on using data to determine the effectiveness of its techniques, PBIS reflects the application of explicit |

**resources/criteria used for selecting this strategy.**

values and evidence-based practices to build a MTSS that is practical, durable, and available to all." (Florida PBIS Project)
Conscious Discipline is a research-based comprehensive self-regulation program that
combines social and emotional learning with discipline and guidance. Built on a foundation of current brain
research, the School Family™ is constructed from safety, connection and problem-solving. Restorative practices is an emerging social science that studies show to strengthen relationships between individuals as well as develop social connections within communities.

## 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.

Grade Level Representatives will participate in monthly PBIS Meetings to review student data, discuss students in Tier 2 interventions and their data, and identify students needing Tier 3 supports.
Teachers will implement PBIS and Restorative Circles daily with fidelity.

This includes:
* identifying classroom procedures that align with school-wide expectations
* teaching and reinforcing expectations in common areas around campus

(Title I: Purchased Teach like a Champion, Restorative Circles, The First Days of School)

**Person Responsible**     Laurie Delida (delida.laurie@brevardschools.org)

PBIS Team will provide professional development for staff during pre-planning and as needed throughout the year.

**Person Responsible**     Laurie Delida (delida.laurie@brevardschools.org)

PBIS Team will share discipline data with staff and stakeholders during monthly PBIS meeting (team leads will share weekly in grade level meetings).

**Person Responsible**     Christy Meraz (meraz.christy@brevardschools.org)

Social worker and Eckerd staff will be utilized to support students through small group and individual meetings increasing our focus on mental health supports and prevention.

**Person Responsible**     Christy Meraz (meraz.christy@brevardschools.org)

Teachers will work with Administration and teams to create Behavior Intervention Plans as soon as behaviors are identified to track data and implement interventions to address individual behavioral needs

**Person Responsible**     Christy Meraz (meraz.christy@brevardschools.org)

Teachers will complete Conscious Discipline, Teach Like a Champion, and Restorative Circles/Practices training and books to become more aware of our reactions and approaches to discipline situations.
(Title I: Purchased materials)

**Person Responsible**     Christy Meraz (meraz.christy@brevardschools.org)

| **#2. Instructional Practice specifically relating to Math** | |
| --- | --- |
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Math Proficiency of 35% continues to be below district/state average 58%<br>Math Learning Gains: 55%<br>Math Lowest 25th Percentile: 51%<br><br>Student achievement in Math (FSA) over 50% of students in 4th and 5th Grade scored a Level 1:<br>4th - 56%<br>5th - 56%<br>The percentage of our students that are proficient in Math based on 2021-22 FSA DATA:<br>3rd Grade - 27%<br>4th Grade - 35%<br>5th Grade - 35%<br>6th Grade - 41%<br><br>ESSA Subgroup Data<br>SWD:16%<br>ELL: 21%<br>BLK: 13%<br>HSP: 32%<br>MUL: 48%<br>WHT: 35%<br>FRL: 32% |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | During the 2022-2023 school year, we will increase Math Proficiency from 35% to 50% on the FAST PM3 Summative Data for 3rd to 6th Grade Students.<br>These increases will bring us closer to the district and state percentages. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | * Classroom Walkthroughs/Feedback<br>* Grade Level Meetings/Collaborative Planning (weekly)<br>* Long Range Planning (monthly)<br>* Data Analysis (Monitor Reports (iReady, FAST, and REVEAL)<br>-- New Math Curriculum |
| **Person responsible for monitoring outcome:** | Lisel Patrylow (patrylow.lisel@brevardschools.org) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | Grade level teams will be focused on collaborative planning with Math Coach and Admin, utilizing new curriculum and grade level material, student supports for skill deficits, common assessments, and<br>analyzing data.<br>Teams will consist of the grade level teachers, ESE Teachers, and Administration.<br>Through our GLTs, we will focus on the following influences on student achievement from<br>John Hattie's work:<br>Teacher Clarity - 0.75 effect size<br>Teacher Estimates of Achievement: 1.44 ES<br>Comprehensive instructional programs for teachers - 0.72 ES |

|  | Response to Intervention - 1.09 ES<br>Scaffolding - 0.58 ES |
| --- | --- |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | Working in our Grade Level Teams, taking a PLC Approach, our leadership team is<br>utilizing research from Amplify Your Impact: Coaching Collaborative Teams in PLCs at<br>Work.<br>"High achieving schools build a school environment where working together to solve<br>problems and to learn from each other become cultural norms." {Westwood 2000 Teachers<br>who learn, kids who achieve; A look at schools with model professional development}<br>"The likelihood of using new learning and sharing responsibility rises when colleagues<br>guided by a coach, work together and hold each other accountable for improved teaching<br>and learning." {Annenberg Institute for School Reform, 2004} |

## 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.

Grade level teams will meet during pre-planning and monthly to create plans to ensure grade level alignment. Grade Level Teams will utilize new curriculum (Benchmark) for instruction.

| **Person Responsible** | Lisel Patrylow (patrylow.lisel@brevardschools.org) |
| --- | --- |

During monthly Grade Level Meetings, teams will evaluate student data to determine effectiveness and impact to student learning. Additionally, math manipulatives will be shared during grade level meetings and used in classroom instruction. (Title I: Purchased manipulatives)

| **Person Responsible** | Lisel Patrylow (patrylow.lisel@brevardschools.org) |
| --- | --- |

School-based leadership will collaborate monthly to analyze data and target areas for coaching.

| **Person Responsible** | Lisel Patrylow (patrylow.lisel@brevardschools.org) |
| --- | --- |

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

| **Person Responsible** | Lisel Patrylow (patrylow.lisel@brevardschools.org) |
| --- | --- |

School leadership will monitor specific subgroup data.

| **Person Responsible** | Lisel Patrylow (patrylow.lisel@brevardschools.org) |
| --- | --- |

Students will take ownership of math data and set goals via quarterly data chats with teachers.

| **Person Responsible** | Lisel Patrylow (patrylow.lisel@brevardschools.org) |
| --- | --- |

| #3. Instructional Practice specifically relating to Science | |
|---|---|
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Student achievement in SSA - The percentage of our students that are proficient in<br>Science is 41% in 2021-2022.<br>Improvement in Science - 29% to 41% Proficient<br>41% proficiency on science exceeded the 5th Grade ELA Proficiency of 33%<br>Still trending below state/district averages:<br>State average was 48% and district average was 55%<br><br>Subgroup Data:<br>SWD: 14% Proficient<br>HSP: 45% Proficient<br>MUL: 50% Proficient<br>WHT: 40% Proficient<br>FRL: 33% Proficient |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Science Proficiency for fifth grade students will increase from 41% to 50% based on the end of the year Florida Standards NGSSS. These increases will bring us closer to the district and state percentages. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | * Data Analysis (Monitor Reports and Assessments--Penda progress monitoring, District<br>Assessments)<br>* Classroom Walkthroughs/Feedback<br>* Grade Level Meetings<br>* Collaborative Planning |
| **Person responsible for monitoring outcome:** | Christy Meraz (meraz.christy@brevardschools.org) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | Grade level teams will be focused on collaborative planning, utilizing complex grade level<br>material, evaluating aligned tasks, writing to the text, student supports for skill deficits,<br>common assessments, and analyzing data. Teams will consist of the grade level teachers,<br>Title 1 supports (Teachers and IAs), ESE Teachers, Literacy Coach, and Administration.<br>Through our GLTs, we will focus on the following influences on student achievement from<br>John Hattie's work:<br>Teacher Clarity - 0.75 effect size<br>Teacher Estimates of Achievement: 1.44 ES<br>Comprehensive instructional programs for teachers - 0.72 ES<br>Scaffolding - 0.58 ES |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | Working in our Grade Level Teams, taking a PLC Approach, our leadership team is<br>utilizing research from Amplify You Impact: Coaching Collaborative Teams in PLCs at<br>Work.<br>"High achieving schools build a school environment where |

working together to solve
problems and to learn from each other become cultural norms."
{Westwood 2000 Teachers
who learn, kids who achieve; A look at schools with model
professional development}
"The likelihood of using new learning and sharing responsibility
rises when colleagues
guided by a coach, work together and hold each other
accountable for improved teaching
and learning." {Annenberg Institute for School Reform, 2004}

## 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.

Grade level teams will meet during pre-planning and monthly to create long
range plans to ensure grade level alignment.
Grade Level Teams will utilize STEM SCOPES and PENDA for instruction.

| **Person Responsible** | Christy Meraz (meraz.christy@brevardschools.org) |
|---|---|

School leadership will facilitate classroom walkthroughs to observe instruction and implementation of grade level 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** | Christy Meraz (meraz.christy@brevardschools.org) |
|---|---|

School leadership will monitor monthly reports on PENDA mastery of content.

| **Person Responsible** | Christy Meraz (meraz.christy@brevardschools.org) |
|---|---|

Students will take ownership of science data using PENDA reports on mastery of content and set goals via quarterly data chats with teachers.

| **Person Responsible** | Christy Meraz (meraz.christy@brevardschools.org) |
|---|---|

School leadership will monitor specific subgroup data.

| **Person Responsible** | Christy Meraz (meraz.christy@brevardschools.org) |
|---|---|

School purchased hands-on science lab materials for instruction.

(Title I: Purchased science lab materials)

| **Person Responsible** | Christy Meraz (meraz.christy@brevardschools.org) |
|---|---|

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

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

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

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

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

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

D3 iReady data from 21-22 shows that 50% of students in grades K-2 are not on track to score grade level or above on the statement ELAS assessment.
Areas of concern:
Phonological Awareness
Phonics
* Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction. Additionally, better understanding of the science of reading is warranted.

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

21-22 FSA Data shows: 70% of 3rd Graders, 71% of 4th Graders, and 67% of 5th Graders scored below grade level (Level 1 and 2). Therefore we believe that increasing grades 3 to 5 literacy achievement at tier I level, will help ensure that these gaps will not be as prominent in 3-5 in future years. Fairglen's ESE Population is 29%

Subgroup Data:
SWD: 9% Proficient
ELL: 21% Proficient
BLK: 25% Proficient
HSP: 28% Proficient
MUL: 39% Proficient
WHT: 32% Proficient
FRL: 30% Proficient

PM 1 Data 2022:
3rd - 28% Proficient
4th - 31% Proficient
5th - 47% Proficient
6th - 47% Proficient

The Focus Areas:
Comprehension
Vocabulary

Multi-Syllabic Words
Morphology

Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction. Additionally, adherence to the core BENCHMARK Advance curriculum will be a key lever for instruction.

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

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

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

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

### Grades K-2: Measureable Outcome(s)

By the Spring 2023 FAST PM3, literacy achievement will increase by from a baseline of 30% to 60% on grade level for K-2 students.

### Grades 3-5: Measureable Outcome(s)

By the Spring 2023 FAST PM3, ELA Proficiency will increase from FSA 32% proficient to FAST 2022 60% proficient.

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

PM 1, PM 2, FAST PM3
i-Ready D1 and D2
FCRR Walkthroughs with feedback - monthly
Benchmark Advance Assessments
Intervention Data - Intervention instruction to specifically target identified gaps - daily

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

Meraz, Christy, meraz.christy@brevardschools.org

**Evidence-based Practices/Programs:**
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

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

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

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

Explicit Instruction - Frequent opportunities for guided/independent practice
Systematic instruction - Opportunities for students to practice previous content to progress toward learning goals
Scaffolded instruction - Gradual release until student(s) can perform independently
Lexia - Aligns with PA, Phonics, Fluency B.E.S.T. Standards/Systematic and structured approach to the six critical areas for reading
95% Group - Systematic and explicit instructional on foundational skills utilizing evidence-based practices
Corrective Feedback- Provides student opportunity for self-correction
Collaborative Planning - Supports implementation of Benchmark Advance
iReady - The approach helps accelerate grown and grade-level learning
Benchmark Advance - Aligned/Focus on systematic, explicitness of instruction and reinforcing the "Why" - Science of Reading

John Hattie's: 1.57
Teacher Clarity - 0.75 effect size
Teacher Estimates of Achievement: 1.44 ES
Comprehensive instructional programs for teachers - 0.72 ES
Phonics Instruction - 0.60 ES
Writing Program - 0.46 ES
Response to Intervention - 1.09 ES
Scaffolding - 0.58 ES

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

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

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

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified programs show proven record of effectiveness for the target population as they are:
* B.E.S.T. Standards Aligned
* Aligned with the Brevard K-12 Comprehensive Evidence-Based Reading Plan
* Systematic and/or Explicit
* Geared towards struggling readers with an emphasis on Foundational Skills such as Phonological Awareness and Phonics

**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 |
|---|---|
| Grade level teams will meet during pre-planning and participate in collaborative planning weekly to ensure grade level alignment. Plans will include learning cycles to ensure assessment match the expectations of the benchmark. Grade Level Teams will utilize Benchmark Advance Units and Savvas Units developed at the district level to ensure alignment, pacing, and scaffolding.<br><br>(Title I: Literacy Coach) | Meraz, Christy, meraz.christy@brevardschools.org |
| Walkthrough data will be utilized to create "next steps" plans through coaching and feedback to ensure we are meeting the targeted school initiatives. | Mark, Diane, mark.diane@brevardschools.org |
| Literacy Coach and School Leadership will facilitate Professional Development on Shifting the Balance, Science of Reading, and TLAC Strategies.<br><br>(Title I: Purchase Teach Like a Champion) | Mark, Diane, mark.diane@brevardschools.org |
| First Grade Students will participate in RAISE Grant Program Tutoring to work on phonics.<br><br>(Title I Purchase: Phonics program) | Mark, Diane, mark.diane@brevardschools.org |
| Students will take ownership of reading data and set goals via quarterly data chats with teachers. | Meraz, Christy, meraz.christy@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.**

During the 2021-2022 school year, students in Grades 3rd-6th participated in the YouthTruth Survey. The survey results identified the following as the highest ranked areas for Fairglen: Engagement (93%) and Instructional Methods (54%). Students indicated that the biggest area of growth was Academic Challenges (39%) and Belonging (48%)
Action Steps:
1) PBIS Incentives
2) Atmosphere of Positive Affirmations
2) Reward positive behaviors
3) Informal Surveys throughout the school year (student feedback)
4) Title 1 Events
5) Conscious Discipline - School Family Activities to Unite, Disengage Stress, Connect, and Commit
5) Restorative Circles and Practices

Teachers were asked to complete the Teacher Insight Survey in January 2022. This survey gives leaders feedback into how teachers view various aspects of the school. Highly rated areas included: Leadership, Observation and Feedback, and Evaluation. Support Staff Completed the Insight Survey and the highly rated area was Evaluation.
Action Steps:
1) Team-Building
2) Informal Surveys throughout the school year (staff feedback)
3) Staff Incentives

Parents are asked to provide the school input multiple times throughout the school year. We survey parents concerning Title 1 Events, preferred methods of communication, and other essential feedback areas. In the Parent Survey, parents/guardians still indicated that they would prefer paper copies of information to be sent home. Almost 90% of parents stated that Fairglen Elementary has shown to be a welcoming environment.
Family Fun Nights were also highly rated on the feedback survey. We continue to seek to improve our home to school partnership.
Action Steps:
1) Monthly Newsletter
2) Informal Surveys throughout the school year
3) Title 1 Events

Monthly School Advisory Council Meetings are advertised through Blackboard (text email, and push notification) as well as on our school website and Facebook page. We are constantly seeking parents and community members to join SAC to assist us with the decision making process. School data is shared with SAC at least three times a year, typically as students finish iReady Diagnostic Testing. The school advisory council reviews parent concerns, safety issues, and academic and behavior supports.
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.
Identify the stakeholders and their role in promoting a positive culture and environment at th

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

Staff: Conscious Discipline; PBIS, Relationship Building; Accountability; Attend Events; Restorative Circles (Daily)
Students: Accountability; Adhering to Be Safe, Be Kind, and Work Hard (School-Wide Expectations); Attend Events
Parents/Guardians: Attend Events; Supporting School-Wide Expectations; Accountability - child to school daily
Business Partner/Community Members: Attend Events; Providing PBIS Incentives and Support for Staff, Students, and Parents

Eckerd Youth: Prevention Strategies/Promote positive relationships and life skills
Continue to promote a clear code of conduct for students (set high expectations; procedures)
Implement evidence-based alternatives to exclusionary discipline (examples: Conscious Discipline, Restorative Practices and Positive Behavioral Supports)
Provide ongoing training and feedback to teachers on implementing these approaches