Croton Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Croton Elementary School

1449 CROTON RD, Melbourne, FL 32935

http://www.croton.brevard.k12.fl.us

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Empower every student to succeed.

Provide the school's vision statement.

An inclusive community of respectful, responsible, and educated citizens.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bennett, Roseann	Principal	Dr. Bennett is the principal of Croton Elementary and ensures that quality instruction and student safety are occurring at the school on a daily basis. She allocates human and material resources on campus to the greatest advantage in the service to students. Responsibilities include School Leadership Team, Progress Monitoring, Data collection, ESSA subgroup data identification, instructional coaching, professional development, student conferencing, Classroom Walkthroughs, meet with SAC, other stakeholder groups, and participation in Family and Community Engagement activities.
MacPherson, Tara	Assistant Principal	Mrs. MacPherson is the assistant principal at Croton Elementary. She demonstrates communication skills, interpersonal skills and abilities and knowledge of curriculum. Mrs. MacPherson shows evidence of effective decision-making skills and management skills. Responsibilities include Discipline data and intervention, professional development, instructional coaching, school leadership team, and student conferences.
Luznar, Gayle	Instructional Coach	Mrs. Luznar is our Literacy Coach. She supports teachers with implementing all curriculum and other instructional resources to ensure quality teaching is taking place in grades K-6. Mrs. Luznar models instruction to allow teachers to grow in their concept knowledge. Part of her role includes utilizing the Coaching Cycle to support improvement in teacher's instructional craft. Mrs. Luznar tracks student data, offers intervention assistance and instructional design, and serves on the School Based Leadership Team
Kuntz-Murphy, Alicia	Teacher, K-12	Mrs. Kuntz-Murphy serves as a resource of professional development, progress monitoring, and student data analysis throughout Croton to generate improvement in reading and math instruction and achievement. As the Title I Contact she offers a bridge to our families and community to engage in the work. Mrs. Kuntz-Murphy is on the School Based Leadership Team, offers intervention assistance and instructional design.
Hitchcock, Amanda	Teacher, ESE	As an ESE teacher, Mrs. Hitchcock works closely with all teachers and staff on inclusive practices and data tracking for students. She is a member of our BPIE team and a collaborator between general education teachers/ students and ESE teachers/ students. Mrs. Hitchcock is our SAC Chair.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Croton Elementary encourages all to be involved in the planning, review, and improvement of our programs by participating in the School Advisory Council (SAC) which plays an active role in our Title I program by joining in reviewing the Comprehensive Needs Assessment (CNA) and developing the Schoolwide Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP).

Additionally, Croton families, staff, community members, and students are provided opportunities to give input throughout the year. We utilize both paper and online surveys (i.e. Parent Survey, Youth Truth, after events, CNA, etc.), as well as in-person and virtual meetings with administration and teachers. These times provide families and community members the chance to come together with us to problem solve and/or enhance the operations of the school. Families are encouraged to attend and participate in the many events and meetings planned for the school year.

Based on the school district survey and Title I Family Engagement Questionnaire, results indicate the following three areas on which to focus:
1.) Communication- Parents have requested more frequent, clearer communication. The school utilizes a Calendar handbook and monthly newsletters. Newsletters are sent home in both paper and digital formats. This year, in response to survey requests, we will utilize FOCUS for email, phone calls, and text messages for campus events, activities, and news.

2.) Title I funds- support instruction through hiring personnel, purchasing materials, staff training, and teaching parents how to handle behaviors at home. Throughout the SIP there is evidence of Croton incorporating these suggestions.

3.) Events - Families would like events to train parents on how to effectively communicate with their children, more STEM events, and for Croton to continue Literacy and Math events. We have incorporated academic events into our school year. At each event we will infuse opportunities to support positive communication for families at home.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Croton teachers and staff review the information used to create the plan. Each week, there are data team meetings focusing on the different instructional strategies identified in the SIP, as well as results on standards aligned assessments.

In addition, the Croton School Advisory Council meets on a monthly basis to discuss school needs and opportunities. These stakeholders review the progress towards meeting the action steps in each area of focus.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	41%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	12	20	9	9	5	11	10	0	0	76
One or more suspensions	1	5	1	6	5	1	5	0	0	24
Course failure in English Language Arts (ELA)	0	0	0	0	3	0	1	0	0	4
Course failure in Math	0	0	0	0	0	0	2	0	2	4
Level 1 on statewide ELA assessment	0	0	0	1	14	11	10	0	0	36
Level 1 on statewide Math assessment	0	0	0	0	3	6	13	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	0	1	5	4	11	0	0	26

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	6	22	10	5	9	8	10	0	0	70
One or more suspensions	0	5	4	2	2	1	12	0	0	26
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	6	11	13	0	0	32
Level 1 on statewide Math assessment	0	0	0	2	10	13	25	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	8	6	0	0	0	0	0	19

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	2	1	5	10	0	0	22

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	12	5	1	2	1	1	0	0	0	22
Students retained two or more times	0	0	0	2	1	1	4	0	0	8

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	6	22	10	5	9	8	10	0	0	70
One or more suspensions	0	5	4	2	2	1	12	0	0	26
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	6	11	13	0	0	32
Level 1 on statewide Math assessment	0	0	0	2	10	13	25	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	8	6	0	0	0	0	0	19

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	2	1	5	10	0	0	22

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	12	5	1	2	1	1	0	0	0	22
Students retained two or more times	0	0	0	2	1	1	4	0	0	8

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	58	58	53	58	61	56	55		
ELA Learning Gains				51			58		
ELA Lowest 25th Percentile				43			66		
Math Achievement*	55	58	59	56	49	50	61		
Math Learning Gains				41			33		
Math Lowest 25th Percentile				27			21		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	53	58	54	39	60	59	54		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress	69	54	59	38			63		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

ESSA Subgroup	2022-23 ESSA SUBGROUP DATA SUMMARY			
	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	46			
AMI				
ASN				
BLK	48			
HSP	55			
MUL	47			
PAC				
WHT	55			
FRL	51			

ESSA Subgroup	2021-22 ESSA SUBGROUP DATA SUMMARY			
	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	1
ELL	42			
AMI				
ASN				
BLK	27	Yes	1	1
HSP	33	Yes	1	
MUL	47			
PAC				
WHT	53			
FRL	40	Yes	1	

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	58			55			53					69
SWD	34			44							4	56
ELL	31			38							3	69
AMI												
ASN												
BLK	62			33							2	
HSP	51			51							3	64
MUL	48			63							3	
PAC												
WHT	61			58			54				4	
FRL	52			52			57				5	55

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	58	51	43	56	41	27	39					38
SWD	29	27	29	33	29	27	21					18
ELL	41	47		41	41							38
AMI												
ASN												
BLK	37	26		42	21	10						
HSP	51	39	10	43	36		20					35
MUL	67	46		59	15							
PAC												
WHT	61	58	59	61	48	37	50					
FRL	53	45	41	46	30	26	37					41

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	55	58	66	61	33	21	54					63
SWD	25	50	61	35	21	16	15					
ELL	40	64		45	36							63

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	30	80		29	9							
HSP	53	62		62	35		70					60
MUL	71	73		67	18							
PAC												
WHT	58	51	53	65	39	24	52					
FRL	46	55	56	53	30	19	48					63

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	59%	-7%	54%	-2%
04	2023 - Spring	65%	61%	4%	58%	7%
06	2023 - Spring	59%	61%	-2%	47%	12%
03	2023 - Spring	44%	56%	-12%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	63%	67%	-4%	54%	9%
03	2023 - Spring	55%	60%	-5%	59%	-4%
04	2023 - Spring	57%	61%	-4%	61%	-4%
05	2023 - Spring	41%	55%	-14%	55%	-14%

| SCIENCE | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	57%	-7%	51%	-1%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

FAST Math proficiency for fifth grade was the overall lowest performance component with only 41% of the students scoring three or above. Although this is the lowest component, it is an improvement from the previous year where only 34% scored three or above.

The contributing factors include a new team of teachers and a new curriculum.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline was the percentage of students scoring level three and above in third grade ELA. The Spring 2023 FAST results show that only 44% of students had proficiency compared to 59% of students on the 2022 FSA.

Analysis of instructional practices point to a larger class size average than in previous school years. In 2021, 58% of third graders were at or above proficiency, with a class size average of seventeen students. In 2022, 59% of third graders were at or above proficiency, with a class size average of sixteen students. In 2023, the class size average in third grade was twenty-one.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average is the percentage of students scoring level three and above in fifth grade math. Croton's percentage of proficiency was 41%, fourteen percentage points below the state average of 55%.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was fourth grade ELA proficiency scores of three and above at 65%. An increase of 17% from 2022FSA 48%.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An area of concern for Croton Elementary School to focus on is attendance.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Croton Elementary has priorities in content areas (ELA, Math, Science) and based on 2021-2022 ESSA subgroups (SWD, Black, Hispanic, and FRL) to include as priorities.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2022-2023 Croton showed inconsistencies in ELA proficiency scores when compared to the 2022 FSA scores of level three and above.

Third grade decreased from 59% level three and above on 2022 FSA to 44% on 2023 FAST.
Fourth grade increased from 48% level three and above on 2022 FSA to 65% on 2023 FAST.
Fifth grade increased from 49% level three and above on 2022 FSA to 52% on 2023 FAST.
Sixth grade decreased from 63% level three and above on 2022 FSA to 59% on 2023 FAST.

Croton will focus on a structured program and interventions in the area of reading so we will see steady gains. Our implementation of the Expanding Expression Tool (EET) throughout all Areas of Focus will be enhanced through the use of evidence-researched programs that provide curriculum, materials, and supports for both students and teachers.

Implementation of high quality ELA instructional materials with fidelity will support the explicit instruction of vocabulary, phonics, phonemic awareness, fluency and comprehension. High-quality reading instruction requires that teachers understand more than simply what to teach. Collaborative planning for instruction and use of high quality instructional materials will support teachers to understand how to identify their students' instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs.

SY 22-23 FAST ELA data show the third grade level with over 50 percent scoring below proficiency (3+).

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

ELA proficiency will increase based on 2024 FAST ELA assessments:

Third grade will increase from 44% on 2023 FAST ELA to 50% on 2024 FAST ELA.
Fourth grade will increase from 65% on 2023 FAST ELA to 68% on 2024 FAST ELA.
Fifth grade will increase from 52% on 2023 FAST ELA to 55% on 2024 FAST ELA.
Sixth grade will increase from 59% on 2023 FAST ELA to 65% on 2024 FAST ELA.

In addition, the number of students in ESSA subgroups will improve:
SWD will improve from 27% proficiency (22 students) to 42% proficiency (35 students).
Black students will improve from 27% proficiency (14 students) to 42% proficiency (22 students).
Hispanic students will improve from 33% proficiency (14 students) to 50% proficiency (21 students).

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

Ongoing performance monitoring will take place through the following measures:
*i-Ready Diagnostic growth (three times yearly) in Reading
*District quarterly assessments
*Benchmark unit assessments
*intervention data

Person responsible for monitoring outcome:

Gayle Luznar (luznar.gayle@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Croton Elementary will use the Multi-Tiered System of Support (MTSS) to track student performance in reading skills. In addition, Croton will continue the walk to intervention model to support students who are struggling with their reading development. Croton Elementary will promote more inclusion opportunities for students with disabilities through ELA in general education classrooms. We will utilize the i-Ready program to monitor student progress with ELA standards. Overall Tier I ELA performance will improve through implementation of the small group instruction and BEST Standards Aligned Instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Croton will utilize the i-Ready program to support student work with the ELA standards. The utilization of i-Ready will provide an opportunity to assess, monitor, intervene, and accelerate to assist with student success. The MTSS and walk to intervention models will continue to be implemented so that students who are struggling can bridge or close the gaps in their reading performance. Utilizing this model at Croton, students will improve ELA proficiency. By providing students with disabilities inclusive opportunities, they will have greater access to instruction with their general education peers. i-Ready resources will include the student's path determined by the diagnostics, Teacher Toolbox that provides lesson plans where a gap exists in reading components, and analyzing assessments.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. (T) All teachers will collaborate at minimum twice monthly to plan literacy instruction, and build understanding in the ELA block using rigorous text, literacy strategies, focusing on intervention and the lowest twenty-five percent.
2. (T) All teachers, Title I personnel, and administration will meet to monitor literacy data, problem solve and plan intervention for students in the lowest twenty-five percent.

Person Responsible: Gayle Luznar (luznar.gayle@brevardschools.org)

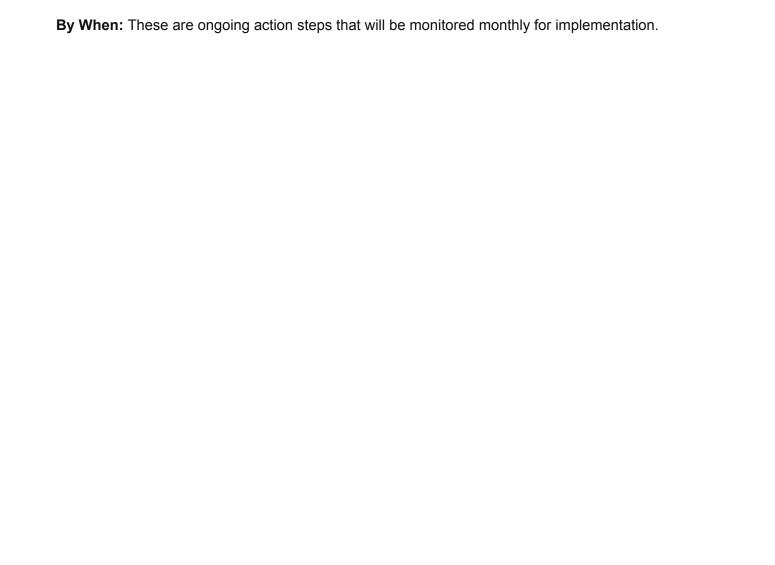**By When:** These are ongoing action steps that will be monitored monthly for implementation.

1. (T) Administration will provide professional development for all teachers related to Standards Focus Boards, Components of Literacy, i-Ready, and MTSS process. In addition, professional development for Thinking Maps and EET will be offered.
2. (T) Administration will provide collaborative opportunities for teachers to work quarterly with grade levels to prepare and plan standards aligned instruction based on data with the Literacy Coach and include ESE.

Person Responsible: Tara MacPherson (macpherson.tara@brevardschools.org)

By When: These are ongoing action steps that will be monitored monthly for implementation.

1. Students will complete standards aligned literacy activities.
2. (T) Students will utilize Expanding Expressions Tools and Thinking Maps to build literacy skills.
3. Teachers, administrators, and parents will review student progress with literacy.

Person Responsible: Gayle Luznar (luznar.gayle@brevardschools.org)

By When: These are ongoing action steps that will be monitored monthly for implementation.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2022-2023 Croton showed inconsistencies in Math proficiency scores when compared to the 2022 FSA scores of level three and above.

Third grade decreased from 69% level three and above on 2022 FSA to 55% on 2023 FAST.
Fourth grade decreased from 58% level three and above on 2022 FSA to 57% on 2023 FAST.
Fifth grade increased from 34% level three and above on 2022 FSA to 41% on 2023 FAST.
Sixth grade maintained 63% level three and above on 2022 FSA and 63% on 2023 FAST.

Croton will focus on a structured program and interventions in the area of math so we will see steady gains. Our implementation of the Expanding Expression Tool throughout all Areas of Focus will be enhanced through the use of evidence-researched programs that provide curriculum, materials, and supports for both students and teachers.

Implementation of high quality math instructional materials with fidelity will support the explicit instruction of number sense, geometry and algebraic thinking. High-quality math instruction requires that teachers understand more than simply what to teach. Collaborative planning for instruction and use of high quality instructional materials will support teachers to understand how to identify their students' instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs.

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

Math proficiency will increase based on 2024 FAST Math assessments:

Third grade will increase from 55% on 2023 FAST Math to 58% on 2024 FAST Math.
Fourth grade will increase from 57% on 2023 FAST Math to 60% on 2024 FAST Math.
Fifth grade will increase from 41% on 2023 FAST Math to 50% on 2024 FAST Math.
Sixth grade will increase from 63% on 2023 FAST Math to 65% on 2024 FAST Math.

In addition, the number of students in ESSA subgroups will improve:
SWD will improve from 27% proficiency (22 students) to 42% proficiency (35 students).
Black students will improve from 27% proficiency (14 students) to 42% proficiency (22 students).
Hispanic students will improve from 33% proficiency (14 students) to 50% proficiency (21 students).

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

Ongoing performance monitoring will take place through the following measures:
*i-Ready Diagnostic growth (three times yearly) in Math
*District quarterly assessments
*Reveal/ EdGems unit assessments
*intervention data

Person responsible for monitoring outcome:

Gayle Luznar (luznar.gayle@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers in each grade level will implement the Reveal/ EdGems Math programs with fidelity to ensure mastery of the grade level standards and the mathematical shifts. In addition, teachers will utilize the i-Ready reports available on prerequisite materials for small group instruction, remediation, and/or acceleration and intervention. Croton Elementary will continue to promote more inclusion opportunities for students with disabilities through Math in general education classrooms.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

When addressing the Florida Shifts in Mathematics, the use of focus, coherence, and rigor will assist in improving student understanding of math concepts. By providing all students, including those with disabilities, the opportunity of a least restrictive environment, this student population will be exposed to grade level content with their on grade level peers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. (T) All teachers will collaborate at least twice a month using Reveal/ EdGems Math curriculum, including the BPS Pacing and Sequence guide.
2. (T) All teachers Title I personnel, and administration will meet to monitor data from results of Exit Slips, unit Assessments, and i-Ready Math Diagnostics.

Person Responsible: Gayle Luznar (luznar.gayle@brevardschools.org)

By When: These are ongoing action steps that will be monitored monthly for implementation.

1. (T) Administration will provide professional development for teachers related to Reveal/ EdGems Math and i-Ready.
2. (T) Administration will provide collaborative planning opportunities for teachers to work with grade level and ESE teams to prepare and plan standards aligned instruction based on student data.

Person Responsible: Tara MacPherson (macpherson.tara@brevardschools.org)

By When: These are ongoing action steps that will be monitored monthly for implementation.

1. Students will complete all components of Reveal/ EdGems Math to promote balanced and rigorous instruction content.
2. Students will utilize the Expanding Expressions Tool and Thinking Maps to build Mathematical Practices.
3. Teachers, administrators, and parents will meet to review student progress in Math skills with Reveal/ EdGems and i-Ready data.

Person Responsible: Gayle Luznar (luznar.gayle@brevardschools.org)

By When: These are ongoing action steps that will be monitored monthly for implementation.

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Croton's scores on the fifth grade statewide Science assessment in 2020-2021 was 52%. This was a 17% increase after four years of decline. In 2021-2022 we declined to 39%. We realized we had moved funds away from Science instruction and needed to focus more in the content area. In 2022-2023, we were able to increase the number of students at proficiency in Science to 51%.

During the 2023-2024 school year, Croton will implement professional development on the 5E Model and established a science lab where teachers and students are provided hands on instruction. Due to this upward trend of data, we are going to continue this focus and incorporate a science lab for students in grades VPK-6 for the 2023-2024 school year.

In addition, SIP priorities need to include chances for us to improve our attendance rates and academic outcomes (Early Warning Systems indicators) by providing opportunities that students in non-Title I schools may receive, such as field trips and learning encounters.

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

Croton Elementary will Increase its percentage of level three or above in proficiency for the statewide Science assessment during the 2023-2024 school year from fifty-one percent to fifty-five percent (2 students).

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

Croton teachers and staff will utilize the Penda Science program that is standards aligned. Data from usage and passage rates will be reviewed and discussed, as will the BPS Science Summative Assessments results.

Data will be analyzed following academic events to determine whether student responses are favorable for future plans. Data collected will include class activity sheets (varied by grade level), 3rd-6th grade pre- and post-test.

Person responsible for monitoring outcome:

Amanda Hitchcock (hitchcock.amanda@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers at Croton Elementary will implement the 5E Model for Science instruction across each grade level kindergarten through sixth grade. Through the implementation of the 5E model, teachers will work together
collaboratively to integrate Science based literacy during the explain phase within the 90-minute reading block and then engage, explore, elaborate and evaluate Science content through hands on inquiry will be addressed in the Science block. In addition, grades VPK-5 will have additional support opportunities weekly for hands-on instruction. Croton Elementary will promote more inclusion opportunities for students with disabilities through Science in general education classrooms and the Science Room.

In- person experiences such as field trips, provide students with experiences that cannot be duplicated from reading a text book or attending a lecture.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Croton Elementary chose to make the 5E Model the focus to bring quality Science instruction into its classrooms. Brevard Public Schools has been implementing 5E instruction for the past several years. and the district has created a pacing and sequence guide that follows this model. In addition, the 5E model is considered best practice when teaching Science because it allows students to have an activity before concept or inquiry based approach to help build concept development. By providing students with disabilities with inclusive opportunities, they will have greater access to instruction with their general education peers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. (T) All teachers will collaborate with the Title I Science teacher monthly to integrate standards aligned, hands on experiences and labs for students
2. (T) All teachers, Title I personnel, and administration will meet and analyze results of district summative assessments and Penda to monitor student understanding of Florida Science Standards.
3. (T) Administration will provide professional development opportunities for all teachers related to the 5E Model and best practices for Science instruction.
4. (T) Administration will provide collaborative planning opportunities for teachers to work with grade level and ESE teams to prepare and plan standards aligned instruction based on student data.
5. Students will engage, explore, and elaborate Science content using EET and Thinking Maps to help build Scientific reasoning.
7. Teachers, administrators, and parents will meet to review student progress in Science.

Person Responsible: Tara MacPherson (macpherson.tara@brevardschools.org)

By When: These are ongoing action steps that will be monitored monthly for implementation.

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on 2022-23 data, the number of students that exhibit the early warning indicator of absent 10% or more days was 76. By grade level, it is 12 students in kindergarten, 20 students in first grade, 9 students in second grade, 9 students in third grade, 5 students in fourth grade, 11 students in fifth grade, and 10 students in sixth grade.

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

The number of students that exhibit the early warning indicator of absent 10% or more days will decrease to 60.

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

Teachers, guidance and administration will meet monthly. Teachers will track attendance and when a student has been absent three (3) or more days within a calendar month, Croton Elementary will show due
diligence in contacting the parent/guardian. Multiple attempts to call all persons on the contact list to ascertain the reason for the absences or to locate the family. Other forms of contact include email, letters to the home as well as home visits. All forms of attempts to contact will be documented.

After (5) unexcused absences within a grading period, the attendance team will schedule a meeting with the parent/guardian in order to address any barriers regarding attendance.

When a student has reached eight (8) unexcused absences within 90-calendar days, an attendance referral will be completed.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strengthen the implementation of Tier 1 and 2 interventions to address and support the
needs of students in attending school regularly.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Student achievement has a direct correlation with attendance. Students who are absent miss instruction and fall behind creating an achievement gap or widening an existing one. Strengthening Tier 1 will build stronger relationships between the school and families and help identify barriers that are attributing to chronic absences.
Strengthening Tier 2 will help personalize early outreach, and allow the school to create a plan to address and overcome barriers. Reduction of absences will support the academic success of all students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1.) Have up-to-date and multiple forms of contact information for families and emergency contacts.
2.) Review attendance taking process and school-wide strategies for positive attendance with all staff. The MTSS team will review, refine, and insure use of the plan.
3.) Utilize the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.
4.) Develop and implement attendance incentive programs.
5.) Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
6.) Review data and effectiveness of school-wide attendance strategies on a monthly basis at data team meetings.
7.) Social worker, counselor and others will conduct home visits when appropriate.
8.) Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness.

Person Responsible: Tara MacPherson (macpherson.tara@brevardschools.org)

By When: These are ongoing action steps that will be monitored monthly for implementation.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Brevard gives Title 1 school principals autonomous control over Title 1 school funds. We also used additional District support. Listed below describes how those funds and personnel are used.

PERSONNEL:
DISTRICT MATH COACHES

MENTAL HEALTH RELATED PERSONNEL - Brevard Public Schools received a mental health assistance allocation to expand school-based mental health care. With these funds, Croton, as a Title I school has a part-time (20 hour) social worker to assist and support students and families with social, emotional, and mental health needs to enhance and maximize student success. (T)

INSTRUCTIONAL:
SMALL GROUP INSTRUCTION - Title I Part A funds will be used to support core instruction through reading instructional support and professional development (focused on standards-aligned instruction, student engagement, and instructional strategies) to include the support of a Literacy Coach. Training will continue to be provided with an emphasis on small group instruction utilizing on grade level text and the scaffolding of grade level standards. (T)

ACADEMIC SUPPORT PROGRAM (ASP) - ASP allocations and ESSER funds are provided to all elementary schools to provide instructional support with priority given to students in Grade 3 Title I funds are used to supplement ASP funds so that instruction can be more intensive with smaller groups and more time. (T)

SUMMER READING CAMP is offered to those third-grade students who score a Level 1 on their ELA FSA.

Twelve sites located across the district house the program, and student transportation is provided for Title I students (T). Small group instruction focuses on phonics and vocabulary to help struggling readers further develop comprehension. Additionally, ESSER funds will be used to support a summer acceleration program for grade 1-5 students in reading and mathematics for the month of June (22 days; 110 hours).

SUMMER SCHOOL - allocated using Title 1 Funds (T)

SUPPLEMENTAL TUTORING – In conjunction with inhouse personnel, high school students, and a contracted tutoring service, first grade students at RAISE schools in groups no larger than 1:2 will receive in-person supplemental tutoring during the school day focused on phonics. There are currently 4 Intensive Title I RAISE schools and 12 targeted Title I RAISE schools.

CURRICULUM:
Purchase and support of LEXIA implementation (T)
Purchase and support of Magnetic Reader implementation (T)

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

On the 2023 state assessment, 56% of kindergarten, 59% of first grade, and 71% of second grade students scored at or above grade level on PM3.

The D3 i-Ready data from 2023-2024 show 66% of kindergarteners, 55% of first graders, and 66% of second graders are on or above level.

~Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction

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

On the 2023 FAST for ELA, 44% of third graders, 65% of fourth graders, 53% of fifth graders, and 59% of sixth graders scored at level 3 or above on PM3.

The D3 i-Ready data from 2023-2024 show 74% of third graders, 66% of fourth graders, 60% of fifth

graders, and 60% of sixth graders are on or above level.

~Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to 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 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 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

On the 2023 FAST for ELA, only 44% of third graders were at proficiency.

Short Term – From FAST-STAR-PM1 to PM2, literacy achievement of 50% of students will increase by one or more levels.
• Long Term - By the Spring 2024 FAST, literacy achievement of 75% of students will increase by one or more levels.

Monitoring

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 impact student achievement outcomes.

• PM 1, PM 2, FAST
• i-Ready D1, D2, and D3
• Walkthroughs with feedback
• Benchmark Advance Assessments
• Intervention Data
• Intervention instruction to specifically target identified gaps

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Luznar, Gayle, luznar.gayle@brevardschools.org

Evidence-based Practices/Programs

Description:
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. §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
- Systematic instruction
- Scaffolded instruction
- Differentiated instruction
- Corrective Feedback

- Collaborative Planning
o Supports consistent, high-quality implementation of Benchmark Advance
o Allows for instructional strategies, resources, tools, and materials to be scaffolded and differentiated

- 95% Group (Strong level of evidence)
o Instructional materials and processes are geared towards struggling readers at student's lowest skill deficit
o Systematic and explicit instruction on foundational skills utilizing evidence-based practices

- i-Ready (Promising level of evidence)
o Formative data to differentiate instruction
o Helps educators accelerate growth and grade-level learning. Tools provide rigorous
and motivating reading instruction.

- Benchmark Advance ~ Implementation of high-quality ELA instructional materials with fidelity supports the explicit instruction of phonemic awareness, phonics, fluency, vocabulary, and comprehension

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effectiveness for the target
population as they are:
o B.E.S.T. Standards Aligned
o Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan
o Meet Florida's definition of evidence-based
o Systematic and/or Explicit

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

Action Steps to Implement

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership 1. Establish Principal-Coach partnership to specify duties and activities of the coach and support. 2. Collaborate with content coaches before/after each planning. Literacy Coaching: 1. Lesson planning with teachers, modeling, co-teaching, engaging in reflective conversations, and engaging in data chats 2. Prepare for planning process and send teachers agenda, items, tasks, and other resources in advance for them to complete the pre-work Assessment 1. Teachers will use program assessments for foundational reading skills, along with DIBELS measures, PASI/PSI and/or Running Records to monitor reading skills development. 2. Define performance criteria based on assessment data that prompts Tier 2 and/or Tier 3 interventions for students not meeting expectations/benchmarks 3. Data chats will occur regularly around Benchmark Advance Assessments, i-Ready, FAST, and intervention OPM Professional Learning 1. Literacy Coaches will provide job-embedded PD and side by side coaching 2. Time is provided for teachers to meet weekly for professional development	Luznar, Gayle, luznar.gayle@brevardschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The approved SIP is disseminated to all stakeholders via publishing on the school's website homepage at https://www.brevardschools.org/Crotones. (T) There are notices sent home via student backpacks informing families in their home language that the approved SIP is published on the school's website. (T) During the Annual Title I meeting, families are notified that the SIP can be located on the school's website, and a paper copy in their home language can be obtained when requested. (T) Stakeholders comprise both Croton's School Advisory Council (SAC) and the Parent Teacher Organization (PTO). These groups are invited to participate in creating the SIP and are informed of the SIP. The approved SIP is shared with all faculty during a Faculty Meeting.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Croton will build positive relationships with parents, families, and other community stakeholders by providing opportunities for them to be involved in making decisions in regards to our Title I program. We will host an Annual Meeting to offer assistance in understanding the state standards and how families can support Croton students and their achievement. Based on parent survey results, Croton will host several events that will allow families to learn how they can encourage and support their children at home. We will provide information in a format and language that parents can understand and offer information in other languages when feasible. Croton will host a Community Meeting that allows families and community stakeholders the opportunity to evaluate our Title I program and offer feedback for changes.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Croton has numerous plans to strengthen the academic program, increase the amount and quality of learning time, and help provide enriched and accelerated curriculum. (T) Also, Tier 2 and Tier 3 Interventions will be delivered in a consistent manner with weekly progress monitoring. (T) Our counselor and attendance team will continue to reach out to parents to identify any barriers to attendance. (T) ESSA groups will be monitored and addressed monthly at grade-level meetings. Weekly grade-level meetings will target the MTSS process, data chats, and professional development to address students scoring below grade level. The Literacy Coach and Math Coach will conduct coaching cycles with teachers. (T) Walk to Intervention for grades 1-5 with all staff. Teachers will be the facilitators while students will show evidence of learning through rich discussions and peer collaboration.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan addresses programs supported under ESSA by increasing student achievement consistent with the challenging B.E.S.T. benchmarks utilizing the MTSS process including T2 and T3 interventions

with the Walk to Intervention model. ESSA groups will be monitored and addressed monthly at grade-level meetings.