

Brevard Public Schools

Tropical Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Tropical Elementary School

885 S COURTENAY PKWY, Merritt Island, FL 32952

<http://www.tropical.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.

Whatever it takes to serve every student with excellence. (Reviewed and Revised 2023)

Provide the school's vision statement.

Create lifelong learners with enduring academic and social understanding for a successful future.
(Reviewed and Revised 2023)

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
Marshall, Neleffra	Principal	<p>As the Principal, Dr. Marshall routinely observes instruction and provides feedback for teachers to improve instructional practices. She leads weekly Team Chat Meetings, where grade level, class, and individual student data are disaggregated, analyzed, and monitored by the Leadership Team and grade level teachers. Dr. Marshall ensures that student and staff safety are a top priority. She works to ensure instructional time is protected daily, in order to maximize student learning opportunities.</p>
Johnson-Blackwell, Karena	Assistant Principal	<p>As the Assistant Principal, Mrs. Johnson-Blackwell is responsible for curriculum, providing meaningful professional development, completing instructional and support staff evaluations, handling discipline, and scheduling. She frequently visits classrooms to observe instruction and provide feedback to teachers, in order to improve instructional practices. She works collaboratively with the Instructional Coach to provide Meaningful Professional Development that will lead to changes in teaching practices, thus having an impact on student achievement. As part of the Leadership Team, she participates in Weekly Team Chat Meetings, where grade level, classroom, and individual student data are disaggregated and analyzed. Mrs. Johnson-Blackwell works alongside Dr. Marshall to ensure student and staff safety are a top priority.</p>
Andersson, Melissa	Teacher, ESE	<p>Supervise special education teachers as they help teach students with appropriate curriculum and instruction strategies. Coordinate the scheduling and facilitation of exceptional education meetings with district staff and relate service providers. Plan and implement educational programs for children with developmental disabilities.</p> <p>Increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. Specialists assist schools in demonstrating full and satisfactory implementation of the Individuals with Disabilities Education Act (IDEA).</p>
Noecker, Sandra	School Counselor	<p>Uses individual student planning activities and classroom guidance to assist students in navigating educational and community experiences that support their needs and develop their potential. Collaborates with parents/guardians and educators to assist students with educational and career planning.</p> <p>Specific areas of responsibility include:</p> <ul style="list-style-type: none"> -Coordinates placement, scheduling and evaluation of students in the ESOL program. -Liaison for 504 students including evaluation, meetings, and monitoring. -IPST contact and coordinator for evaluation. -Threat management team member. -Title IX team member. -Leadership team member. -Foster child school contact. -Monitors attendance and supports families needing assistance. -Students In Transition (SIT) coordinator.

Name	Position Title	Job Duties and Responsibilities
		-Assists with school wide testing. -Supports families and students in connecting with needed mental health services. -Assists staff with students needing behavior improvement plans. -Provides direct services to students in need of mental health counseling.
Simon, Lindsay	Reading Coach	As the Reading Coach, Mrs. Simon works to ensure teachers have the resources needed to provide standards-based instruction. She works alongside Mrs. Johnson-Blackwell to provide meaningful Professional Development to staff, based on student data and teacher input. She is an integral part of the IPST (Individual Problem Solving Team) that monitors student interventions. Mrs. Simon participates in weekly Team Chat Meetings, where grade level, classroom, and individual student data are disaggregated, analyzed, and monitored by the Leadership Team. Mrs. Simon works through the Coaching Cycle with teachers at all grade levels to model lessons, observe instruction, and provide constructive feedback to teachers.

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.

Tropical involves stakeholder in multiple ways. Parents, teachers, staff and students are surveyed annually to obtain information about our school's climate. Additionally, the SIP is shared with our School Advisory Council and opportunities for input are gathered.

PARENT SURVEY

- The parent survey results indicated a positive response in the following categories:
 -The office staff at my school is polite and helpful when answering my questions and concerns (87% yes)
 -Parents receive information and resources about helping their child with their academic success (77% received online).

Areas of improvement included:

- Increase in parent/teacher communication
- More resources relating to classroom assistance

To increase parent/teacher communication teachers will provide weekly newsletters, phone calls, and email correspondence. Many parents have expressed difficulty with using Focus. Since this an important tool for school to home communication, we plan to host a Focus Night for parents to show them how to navigate this platform.

To provide more resources related to classroom assistance, we plan to host parent literacy, math, and Positive Behavior Intervention System nights. During the fall semester, we will provide parents with a literacy informational resource night and a PBIS night. During the Spring semester we will host a math informational night for parents to collect resources to support their student's learning. Throughout Fall and Spring semesters, administration will have parent meet and greets to help parents understand their student's Progress Monitoring

data.

-SAC- SAC meets monthly and incorporates community members, staff members, and parents. During these meetings, a variety of topics are discussed, including school-based data, monthly Principal's report, various facilities updates, and specific concerns regarding the school. Often, these meetings prompt additional reflection and further conversation within the Leadership Team about school-based processes, procedures, and student learning opportunities.

-PTO- PTO works alongside administration and supports teachers through a variety of ways. Each year, they meet with administration to discuss upcoming needs (i.e., technology, Teacher Appreciation, etc). Through these conversations, collective, and fundraising with teachers, they work to promote the positive peer culture among the faculty and staff as they create an atmosphere that the students can fill a sense of belonging and pride.

Positive Behavior Intervention System (PBIS)- Monthly, staff members are introduced to a new expectation or area of the school to implement the PBIS system. Staff and students will work to consistently implement our PBIS system with a focus on school wide expectations followed by everyone on campus. Teaching these essential lifelong skills helps to bring students in and form their role in promoting a positive culture and environment at school.

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))

Evidence of implementation:

Provide ongoing coaching and training for teachers to provide engaging lessons for our students.

Perform walk throughs in classrooms and giving timely and intentional feedback.

Planning Collaboratively to make sure teachers are aligning activities to standards.

Coaching with the literacy coach and other leaders.

Providing proper interventions and enrichment opportunities to students.

Evidence of impact:

-Reviewing FAST PM and Iready data to include monitoring all subgroups, specifically our ESE and African American population.

-Student participation in higher engagement in lessons

-Decrease discipline and office referrals

-Increase in family engagement and student attendance.

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	No
2022-23 Minority Rate	23%
2022-23 Economically Disadvantaged (FRL) Rate	51%
Charter School	No
RAISE School	No
ESSA Identification	ATSI

*updated as of 3/11/2024	
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) 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: A 2019-20: A 2018-19: A 2017-18: A
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	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	11	13	16	10	12	6	17	0	0	85
One or more suspensions	1	7	7	14	12	11	15	0	0	67
Course failure in English Language Arts (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	0	11	9	11	0	0	31
Level 1 on statewide Math assessment	0	0	0	0	17	17	12	0	0	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	14	12	13	10	8	10	0	0	76

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	0	0	2	1	1	3	7	0	0	14

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	8	8	3	5	0	0	0	0	0	24
Students retained two or more times	0	0	0	2	0	1	0	0	0	3

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	0	29	10	22	18	30	26	0	0	135
One or more suspensions	0	2	0	2	5	7	5	0	0	21
Course failure in ELA	0	0	0	0	0	1	1	0	0	2
Course failure in Math	0	0	0	0	0	1	1	0	0	2
Level 1 on statewide ELA assessment	0	0	0	17	9	6	9	0	0	41
Level 1 on statewide Math assessment	0	0	0	25	22	9	6	0	0	62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	3	12	11	9	15	9	0	0	66

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	0	2	2	1	0	0	0	0	5

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	7	5	0	1	1	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	0	29	10	22	18	30	26	0	0	135
One or more suspensions	0	2	0	2	5	7	5	0	0	21
Course failure in ELA	0	0	0	0	0	1	1	0	0	2
Course failure in Math	0	0	0	0	0	1	1	0	0	2
Level 1 on statewide ELA assessment	0	0	0	17	9	6	9	0	0	41
Level 1 on statewide Math assessment	0	0	0	25	22	9	6	0	0	62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	3	12	11	9	15	9	0	0	66

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	0	2	2	1	0	0	0	0	5

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	7	5	0	1	1	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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*	70	58	53	72	61	56	65		
ELA Learning Gains				75			68		
ELA Lowest 25th Percentile				66			55		
Math Achievement*	65	58	59	66	49	50	60		
Math Learning Gains				75			64		
Math Lowest 25th Percentile				62			50		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	79	58	54	78	60	59	62		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress		54	59						

* 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	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	288
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	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	46			
ELL				
AMI				
ASN				
BLK				
HSP	52			
MUL	73			
PAC				
WHT	75			
FRL	60			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	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	49			
ELL				
AMI				
ASN				
BLK	36	Yes	1	
HSP	66			
MUL	71			
PAC				
WHT	72			
FRL	61			

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	70			65			79					
SWD	33			49			65				4	
ELL												
AMI												
ASN												
BLK												
HSP	59			43			55				3	
MUL	67			70			83				3	
PAC												
WHT	73			68			83				4	
FRL	62			56			63				4	

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	72	75	66	66	75	62	78					
SWD	39	62	46	39	63	45	50					
ELL												
AMI												
ASN												
BLK	45			27								
HSP	58	78		58	70							
MUL	73	67		71	72							
PAC												
WHT	74	76	62	67	75	71	78					
FRL	63	68	63	52	63	52	69					

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	65	68	55	60	64	50	62					
SWD	37	48	41	41	57	52	39					
ELL												

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	20	50		29	58							
HSP	73	81		61	62							
MUL	73	78		64	59							
PAC												
WHT	66	67	59	61	66	48	62					
FRL	53	63	49	49	55	40	46					

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	73%	59%	14%	54%	19%
04	2023 - Spring	72%	61%	11%	58%	14%
06	2023 - Spring	69%	61%	8%	47%	22%
03	2023 - Spring	70%	56%	14%	50%	20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	82%	67%	15%	54%	28%
03	2023 - Spring	61%	60%	1%	59%	2%
04	2023 - Spring	60%	61%	-1%	61%	-1%
05	2023 - Spring	64%	55%	9%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	79%	57%	22%	51%	28%

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.

Math proficiency for grades 3rd-6th was 67%.
 Math proficiency levels have been below our ELA proficiency for the past four years.
 Classroom walkthroughs indicate that student engagement and the use of math manipulatives are low.

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

Although there was no decline, math still shows the need for the most improvement.
 Student surveys showed the need for more student engagement within lessons.

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.

Tropical's math, ELA, and science proficiency were above the district and state average.

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

The area of Science was the most improved.
 Activity teachers helped review previously taught standards.
 After School Program (ASP) science was available to fifth grade students during March and April.

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

Attendance has created a negative impact on Tropical's performance data. Our learning community will focus on differentiating the curriculum, collaboration, and presenting highly engaging lessons for students. This will improve instruction and narrow achievement gaps. The presentation of lessons that are highly-engaging will connect our students to school and help motivate them to attend school daily. Attendance on a regular basis lessens the gaps in instruction. This will result in improved academic performance and mastery of the curriculum.
 Ultimately this leads to better performance on State assessments.

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

- Improving math proficiency with a focus on student engagement.
- Bridging learning gaps to raise proficiency levels in both African American students and Students with

disabilities.

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 Student Engagement

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.

-Below are the math proficiency scores for each subgroup at Tropical:

Students with disabilities (SWD) 39%

ELL

AMI

ASN

BLK 27%

HSP 58%

MUL 71%

PAC

WHT 67%

Free and reduced lunch (FRL) 52%

-Math proficiency for grades 3rd-6th was 67%. Math proficiency levels have been below our ELA proficiency for the past four years.

Measurable Outcome:

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

Overall proficiency for grades 3rd-6th will improve as follows:

SWD math proficiency will increase 39% (yr 21-22') to 43%

African American math proficiency subgroup will increase 27% (yr 21-22') to 41%

Math (yr 22-23)' 66% proficiency will improve to 75% as measured by FAST PM3 (yr 23-23')

Monitoring:

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

Set grade level proficiency goals

Progress monitor each grade level

MTSS

I-ready diagnostics 1 and 2

FAST PM1, PM2, and PM3

District Quarterly Math Assessments

Person responsible for monitoring outcome:

Karena Johnson-Blackwell (johnson-blackwell.k@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.)

- Reveal / Ed Gems

- Visuals/ Manipulatives

- Flexible Groups

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Teachers will deliver the research-based curriculum with fidelity, because it is aligned with statewide benchmark standards. Students' engagement will increase as a result of student engagement strategies

used by the teacher.

2. The use of manipulatives and visuals help develop a conceptual understanding behind a skill.
3. Flexible groups provide for students who need additional support/feedback.

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.

Teachers will collaboratively plan with district math coach to ensure that Reveal and Ed Gems are being utilized at the level of rigor as intended. The use of visuals/ manipulatives will be emphasized and included within the planning.

Person Responsible: Neleffra Marshall (marshall.neleffra@brevardschools.org)

By When: Bi-weekly

Leadership team will conduct weekly walkthroughs to monitor the use of Reveal and Ed Gems as planned.

Person Responsible: Neleffra Marshall (marshall.neleffra@brevardschools.org)

By When: Weekly

Admin will share walkthrough data with the math coach to identify teachers needing additional coaching support.

Person Responsible: Lindsay Simon (simon.lindsay@brevardschools.org)

By When: Bi-weekly

Math Coach will provide a professional development training on how to properly provide flexible grouping experiences for students.

Person Responsible: Karena Johnson-Blackwell (johnson-blackwell.k@brevardschools.org)

By When: Beginning in September and continuing as needed throughout the school year.

Administration team will identify the students within subgroups (SWD and African American subgroups), and monitor their growth while adjusting support as needed.

Person Responsible: Neleffra Marshall (marshall.neleffra@brevardschools.org)

By When: Beginning in September and throughout the school year.

#2. 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.

Our current attendance data shows that 135 students (21%) were absent 10% or more days 22-23' of the school year.

Measurable Outcome:

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

85% of the students will attend school 90% of the time.

Monitoring:

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

Use monthly attendance reports created in Focus.

Person responsible for monitoring outcome:

Neleffra Marshall (marshall.neleffra@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.)

Provide attendance incentives for students and teachers monthly.
List Tardies and absences updated on the display in the front office.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Marilyn Cosme in "What Impact Does an Attendance Incentive Program Have on Student Attendance?", an attendance incentive program was an effective way to reduce absenteeism. Students would develop a more positive attitude towards attending school.

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.

Run reports monthly from focus to discuss with leadership team

Person Responsible: Neleffra Marshall (marshall.neleffra@brevardschools.org)

By When: Beginning in August and continuing monthly throughout the entire school year.

Students with excessive absences will be placed in MTSS to monitor and create a plan with parents.

Person Responsible: Neleffra Marshall (marshall.neleffra@brevardschools.org)

By When: Beginning in August and continuing monthly throughout the entire school year.

A student attendance tracker will be created for display in the front office. This tracker will show the grade levels with the highest attendance rates monthly.

Person Responsible: Karena Johnson-Blackwell (johnson-blackwell.k@brevardschools.org)

By When: Beginning September 30 and tracked monthly on the last day of the month.

-After six tardies parents will be notified and a conference will be held with each parent.

-Teachers will also call to reach out to parents to complete part of a wellness check-in after 3 or more unexcused absences.

Person Responsible: Karena Johnson-Blackwell (johnson-blackwell.k@brevardschools.org)

By When: Bi-weekly beginning in August.

Teachers and students will be entered into a drawing monthly for perfect attendance. Students and their teacher will receive a prize if their name is drawn.

Person Responsible: [no one identified]

By When: Bi-weekly beginning in September.

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).

Leadership meets to review allocations and resources to assure they are aligned with SIP areas of focus and subgroups.