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Saturn Elementary School

880 N RANGE RD, Cocoa, FL 32926

<http://www.saturn.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.

To provide a safe and supportive community where ALL will achieve personal growth (Developed by stakeholders August 2021 revisited annually)

Provide the school's vision statement.

To empower productive lifelong learners. (Developed by stakeholders August 2021 revisited annually)

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
Hurst, Kori	Principal	<p>As the instructional leader, I assure that the district adopted curriculum is implemented with fidelity across all classrooms, and the components of the Vision for Excellent Instruction are being demonstrated by all teachers to provide equitable learning for all students. I monitor the schoolwide data and make changes to instructional related processes and structures based on its outcome. I maintain a school environment where all students are safe and there is a focus on learning. Throughout the school year, I provide teachers with feedback and the support needed to grow and develop in their pedagogical abilities.</p>
McCluney, Kellee	Assistant Principal	<p>The assistant principal will support the principal in providing the vision and direction for the school through shared leadership, discussions, and collaboration with all stakeholders. She will communicate and lead professional development related to the school wide expectations for instruction in all academic areas. The Assistant Principal will support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, and communicating with parents regarding school based discipline plans and activities. The Assistant Principal will maintain high visibility within all areas of the campus and in all classrooms. She will assist teachers in organizing classrooms for effective teaching. The Assistant Principal will develop and manage positive behavior support systems and collaborate with the principal, teachers and families. The Assistant Principal will have the ability to work cooperatively and collaboratively with staff members, parents, students and the public. She will investigate problems of a disciplinary nature, document information, and report findings and decisions to the appropriate individuals. She will provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. She will provide professional development for teachers related to developing a strong classroom culture, effective expectations, and procedures for effective classroom management. The Assistant Principal will establish individual and/or group instructional coaching and mentoring to teachers to improve classroom management for all learners. She will be responsible for timely communication of information related to her job responsibilities including district and state assessments, student attendance, and other duties as assigned by the principal.</p>
Nordike, Corey	Assistant Principal	<p>The assistant principal will support the principal in providing the vision and direction for the school through shared leadership, discussions, and collaboration with all stakeholders. She will communicate and lead professional development related to the school wide expectations for instruction in all academic areas. The Assistant Principal will support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, and communicating with parents regarding school based discipline plans and activities. The Assistant Principal will maintain high visibility within all areas of the campus and in all classrooms. He will assist teachers in organizing classrooms for effective teaching. The Assistant Principal will develop and manage positive behavior</p>

Name	Position Title	Job Duties and Responsibilities
		<p>support systems and collaborate with the principal, teachers and families. The Assistant Principal will have the ability to work cooperatively and collaboratively with staff members, parents, students and the public. He will investigate problems of a disciplinary nature, document information, and report findings and decisions to the appropriate individuals. He will provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. He will provide professional development for teachers related to developing a strong classroom culture, effective expectations, and procedures for effective classroom management. The Assistant Principal will establish individual and/or group instructional coaching and mentoring to teachers to improve classroom management for all learners. He will be responsible for timely communication of information related to her job responsibilities including district and state assessments, student attendance, and other duties as assigned by the principal.</p>
Lane, Kelli	Instructional Coach	<p>The instructional coach will assist in the development and implementation of instructional plans that align to district goals and curriculum. Conduct teacher observations and/or walk-throughs and provide feedback that facilitates teacher reflection and growth. Will provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps. Work with teachers to analyze student data weekly, diagnose instructional needs and identify evidenced-based instructional strategies to close achievement gaps. Provide professional development for teachers through modeling engaging, standards-based teaching as needed. Provide individual and/or group instructional coaching and mentoring to teachers to improve classroom instruction for all learners.</p>
Cox, Audrey	School Counselor	<p>Manages small group counseling and guidance programs. The school counseling program goal is to teach all students developmental social skills to be successful in school and in life. We are able to achieve this goal through counseling and advisement, individual student planning, career planning, collaboration and consultation, transition services, accountability and evaluation. Work with the school staff, families, and district related to students with attendance concerns as outlined in the district plan. Communicate with all stakeholders related to attendance and guidance services.</p>

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.

The school is made up of various stakeholder groups including teachers, administration, parents, students, various district content experts and community leaders that support the development of Saturn's SIP. Each of the listed stakeholders complete surveys to provide insight on areas of success and weakness within our school. The data from the Parent Surveys (including Title I Family involvement events), Student Youth Truth Survey, and the Teacher Insight Survey are used to support implementation for stronger instructional practices within each classroom and increased positive culture amongst the students and staff at Saturn. Also, our School Advisory Council plays an important role in the development, implementation and monitoring of our SIP.

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))

SIP monitoring will take place through quarterly grade level State of the Grade Level data (PM1, PM2, iReady and Attendance) presentations to the school staff and the reflective process needed to implement change. Those data reviews will require teachers to develop next steps to ensure continuous improvement within each grade level. The same data will be shared by the school leadership team with the School Advisory Council on a quarterly basis and seek input from those stakeholders. The school leadership will meet quarterly to review and revise the plan based on data and input from stakeholders.

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	68%
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	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	14	27	17	21	17	22	5	0	0	123
One or more suspensions	3	20	13	16	20	16	10	0	0	98
Course failure in English Language Arts (ELA)	0	0	0	1	3	6	6	0	0	16
Course failure in Math	0	0	0	5	5	9	16	0	0	35
Level 1 on statewide ELA assessment	0	0	0	17	34	32	18	0	0	101
Level 1 on statewide Math assessment	0	0	0	0	11	30	30	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	27	34	45	36	39	16	0	0	213

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	10	3	12	20	27	22	0	0	95

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	4	5	17	0	8	0	0	0	39
Students retained two or more times	0	0	1	3	3	5	1	0	0	13

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	24	34	33	26	14	17	23	0	0	171
One or more suspensions	0	18	12	17	7	18	14	0	0	86
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	16	15	42	22	0	0	95
Level 1 on statewide Math assessment	0	0	0	15	23	42	22	0	0	102
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	

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	1	10	7	7	7	10	16	0	0	58

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	12	2	16	3	1	1	0	0	38
Students retained two or more times	0	0	0	3	1	2	3	0	0	9

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	24	34	33	26	14	17	23	0	0	171
One or more suspensions	0	18	12	17	7	18	14	0	0	86
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	16	15	42	22	0	0	95
Level 1 on statewide Math assessment	0	0	0	15	23	42	22	0	0	102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	25	33	44	0	0	0	0	0	108

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	1	10	7	7	7	10	16	0	0	58

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	12	2	16	3	1	1	0	0	38
Students retained two or more times	0	0	0	3	1	2	3	0	0	9

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*	29	58	53	37	61	56	29		
ELA Learning Gains				48			41		
ELA Lowest 25th Percentile				47			54		
Math Achievement*	29	58	59	36	49	50	23		
Math Learning Gains				59			27		
Math Lowest 25th Percentile				55			24		
Science Achievement*	34	58	54	38	60	59	33		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress	38	54	59	50			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	30
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	151
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	97
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	9	Yes	3	2
ELL	20	Yes	1	1
AMI				
ASN				
BLK	18	Yes	2	1
HSP	29	Yes	1	1
MUL	34	Yes	1	
PAC				
WHT	42			

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%
FRL	29	Yes	1	1

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	27	Yes	2	1
ELL	50			
AMI				
ASN				
BLK	39	Yes	1	
HSP	47			
MUL	50			
PAC				
WHT	47			
FRL	45			

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	29			29			34					38
SWD	8			7			13				4	
ELL	20			20							4	38
AMI												
ASN												
BLK	18			20			17				4	
HSP	33			33			27				5	36
MUL	28			34			33				4	

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
PAC												
WHT	38			36			67				4	
FRL	27			27			31				5	40

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	37	48	47	36	59	55	38					50
SWD	15	38	43	22	33	31	8					
ELL	35	58		35	74							50
AMI												
ASN												
BLK	27	47	63	24	47	55	11					
HSP	39	51	27	47	76		42					48
MUL	42	58		33	65							
PAC												
WHT	42	44	50	41	57	45	50					
FRL	34	47	47	30	58	56	34					50

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	29	41	54	23	27	24	33					63
SWD	17	29	42	15	31	31	7					
ELL	27	40		18	33							63
AMI												
ASN												
BLK	20	34	37	12	22	28	23					
HSP	29	43	60	25	29		14					63
MUL	29	29		29	20							
PAC												
WHT	38	51		32	33		52					
FRL	26	38	55	18	22	23	29					74

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	20%	59%	-39%	54%	-34%
04	2023 - Spring	41%	61%	-20%	58%	-17%
06	2023 - Spring	42%	61%	-19%	47%	-5%
03	2023 - Spring	19%	56%	-37%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	45%	67%	-22%	54%	-9%
03	2023 - Spring	27%	60%	-33%	59%	-32%
04	2023 - Spring	20%	61%	-41%	61%	-41%
05	2023 - Spring	30%	55%	-25%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	57%	-22%	51%	-16%

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.

ELA 3+: 2023 - 33% Trend shows that even with some growth each year in ELA , since 2019 to our current year we remain below state and district proficiency levels.

Math 3+: 2023 - 32% Trend shows that even with some growth each year in Math, since 2019 to our current year we remain below state and district proficiency levels.

Science 3+: 2023 - 37% Trend shows from 2019 to current year we remain below state and district proficiency levels.

During the 2023 school year Saturn had nine instructional and six support staff vacancies for more than 90 days of the school year. Five of those classroom vacancies were filled with international teachers in January and February through a partnership with TPG and the school district. We must ensure that students are fully engaged in the work by setting high expectations and collaborative/ cooperative learning activities that align to the depth of the content/standard.

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

ELA PROFICIENCY:

Based on FAST -

3rd grade: 17%, BPS 60%, State 54%

4th grade: 41%, BPS 58%, State 52%

5th grade: 21%, BPS 59%, State 54%

6th grade: 31%, BPS 62%, State 52%

SWD: 15% proficient (2022)

BLACK 27% proficient (2022)

Greatest decline in ELA proficiency: 3rd grade: 17%, BPS 60%, State 54%

MATH PROFICIENCY:

Based on FAST -

3rd grade: 24%, BPS 60%, State 59%

4th grade: 9%, BPS 61%, State 61%

5th grade: 21%, BPS 55%, State 55%

6th grade: 33%, BPS 67%, State 54%

SWD: 22% proficient (2022)

BLACK 24% proficient (2022)

Greatest decline in Math proficiency: 4th grade: 9%, BPS 61%, State 61%

SCIENCE PROFICIENCY:

Saturn: 37%, BPS 57%, State 51%

SWD: 8% proficient (2022)

BLACK 11% proficient (2022)

During the 2023 school year the data for our third grade decreased 17 percentage points from the previous year. Three of the five 3rd grade classrooms had more than one long term sub before receiving a fulltime teacher in February.

Also there were 16 retentions in 3rd grade due to academic performance. While in fourth grade they decreased to 9 percentage points while waiting to fill vacancies. In fourth grade we were able to reduce class size to 16 during the second semester which impacted the teacher's ability to provide instruction in those classrooms. Classroom teachers must provide more small group instruction to allow for scaffolding and remediation of skills not mastered during the whole group instruction. Teachers must build classroom communities that encourage participation and value learning. There must be equitable opportunities for students to share their thought and teachers must release control of learning to their students.

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.

ELA PROFICIENCY:

Greatest Gap in ELA proficiency is based on FAST -

3rd grade: Saturn 17%, State 54% gap of 37 percentage points

MATH PROFICIENCY:

Greatest Gap in Math proficiency is based on FAST -
4th grade: 9%, State 61% gap of 52 percentage points

ELA :

During the 2023 school year the data for our third decreased 17 percentage points from the previous year. Three of the five 3rd grade classrooms had more than one long term sub before receiving a fulltime teacher in February.

While in fourth grade they increased by 21 percentage points, because the Assistant Principal was assigned to ELA instruction while waiting to fill vacancies.

MATH:

In fourth grade we had large class sizes at more than 24 students per class until January 2023 and two vacancies during the first semester of school. Also, we have a large number of SWD (resource) students that did not receive their ESE services as outlined in their IEP goals. They are to be provided comp ed services during the summer of 2023 or the 2024 school year. During the second semester with a reduction in class size, the teachers' had the ability to provide some small group math instruction in those classrooms. The majority of the work and planning was focused on Tier 1 instruction.

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

Differences from FAST PM1 to PM3

ELA:

- R- decreased by 17% (45)
- Y- increased by 5% (13)
- G- increased by 1% (3)
- B- increased by 9% (24)
- P-increased by 4% (12)

Most improvements from FAST PM1 to PM3 decreasing the level 1's in ELA

Differences from Fast PM1 to PM3

Math:

- R- decreased by 36% (92)
- Y- increased by 9% (28)
- G- increased by 12% (34)
- B- increased by 12% (32)
- P-increased by 3% (8)

Most improvements from FAST PM1 to PM3 decreasing the level 1's and increasing the 3's and 4's in Math

Focused Tier 1 instruction in both reading and math content areas. Use of district resource teachers for planning with teachers. During the second semester of 2023, walkthroughs with actionable feedback completed with fidelity with support of district director and Literacy coach. Conferencing with teachers and students about weekly data to facilitate change in each classroom during computer assisted instruction and small group instruction.

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

According to 22-23 data, 20% (198) of Saturn's students are chronically absent missing more than 10% of the school year. Data for students being suspended one or more times during the 22-23 school year reached a level of 16% (98) students. This contributes to learning loss in academic areas.

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

- Tier 1 and Tier 2 instruction in ELA
- Tier 1 and 2 instruction in Math
- Instruction and resources support for our SWD and BLACK subgroups
- Tier 1 instruction in Science that focuses on content specific vocabulary
- Attendance/Suspension rates

Area of Focus

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

#1. 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 the 2023 Teacher insight Survey the lowest domain for Saturn is learning environment at 1.8. On average of the 142 parents completing the parent survey about 40% of parents made comments related to feeling unwelcome within the Saturn school building. On the 2023 Youth Truth Survey the culture summary measure increased .05 degrees to 2.07, which is directly tied to students experiencing an orderly, respectful classroom environment. As a school we decreased by 11 to 2.59 in SY23 in the Relationships Summary Measure which students have strong, supportive relationships with their teachers. During the SY23 20% of students were chronically absent which impacts student learning. Relationships and school culture are directly impacted during this school year due to high vacancies in classroom teaching positions.

Measurable Outcome:

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

Based on the SY24 Teacher insight Survey the lowest domain for SY23 is learning environment at 1.8 will increase to 4.0. Based on the parent survey results for 2023 our goal is to decrease the 40% of parents/families feels unwelcome to 10%. On the SY23 Youth Truth Survey the culture summary measure will increase from 2.07 to 2.5 for all grade levels, which is directly tied to students experiencing an orderly, respectful classroom environment. Our goal for SY24 is to increase to 3.0 students believing that they have strong, supportive relationships with their teachers. Our goal for SY24 is to decrease chronic absenteeism from 20% in SY23 to 10% in SY24.

Monitoring:

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

Monthly data chats with individual teachers to discuss and develop action plans to address data for all subgroups, including Students with Disabilities, Black, English Language Learners, Hispanic and utilize ESE accommodations and ESOL strategies to improve student performance. Parent/Families survey results provided at the close of Title I family events that are ensure parents/families felt welcome at schoolwide events and visits to campus.

Person responsible for monitoring outcome:

Kori Hurst (hurst.kori@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.)

Saturn continues to work on building a positive school culture and environment through Positive Behavior Support implementation building classroom communities through Sanford Harmony and creating positive student-student & student-adult relationships. Our school implemented PBIS in 2021-22 and a team attended a 2022 summer training on Tier 1 as a refresher for the 2022-23 SY. Our rocket program that began in 21-22 SY and will continue throughout this year is focused on recognizing students when they are showing our STAR expectations. Students will join our STAR Club when they have filled their rockets by showing the STAR expectations and they will receive a positive phone call from administration and be added to the Bingo board for a chance at a mystery prize. Patton, our school based therapy dog, will be utilized to make home visits and check in on students who have chronic attendance issues.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS is an evidence-based, three-tiered framework that integrates data, teaching practices, and school systems and practices to proactively affect student outcomes in a positive way. Simply put, PBIS is a proactive approach schools use to improve safety and promote positive behavior. PBIS is about prevention, not punishment.

Utilize MTSS (with parent involvement?) and the problem solving structure to remove barriers for student attendance to improve. Research Evaluating the Sanford Harmony Program key research articles that provide important evidence to show social and emotional skills can be effectively taught in schools, which has a direct impact on improving school-related outcomes (i.e., self-esteem and academic performance), and decreasing disruptive behaviors.

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 & STAFF:

- Teachers communicate high expectations for all students (e.g., "All students are able to complete VPK through college within walking distance of Saturn"). Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns among student groups.
- Saturn provides orientation for new teachers and ongoing support from a mentor teachers. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom.
- Model the core value of our mission so ALL will achieve personal growth and creates a team-centered atmosphere that encourages excellence.
- Hold classroom meetings aimed at creating togetherness, teamwork and school pride
- Encourage older students to mentor younger students through the grade level buddies pairings.
- Regularly and publicly recognize students achievement and positive behaviors .

Person Responsible: Kori Hurst (hurst.kori@brevardschools.org)

By When: Weekly and daily basis on action needed by staff members

STUDENTS:

- Work will be displayed throughout school that is related to the standards
- Full academic engagement to maximize the learning opportunity for learning within the classroom
- Engage actively with the content (PBIS and Sandford Harmony) to strengthen the school culture.
- Demonstrate emotional agility and empathy.

Person Responsible: Corey Nordike (nordike.corey@brevardschools.org)

By When: Weekly classroom and school walk-throughs

FRONT OFFICE STAFF:

- Serve every visitor/parent/family with kindness and high quality customer service and family support.
- Saturn's front office works at being "user-friendly". The staff works to greet every visitor on campus when the front door opens.
- Use the Family Follow Up Form to allow the office staff to take better messages and allow the teachers and administration better follow up with all situations taking place at Saturn.
- Utilize SRO along with his school based therapy dog and guidance team for attendance to improve school attendance rate and to build stronger relationships with families.

Person Responsible: Kori Hurst (hurst.kori@brevardschools.org)

By When: Daily walk-through of office and follow up on areas of concern related to customer service

ADMINISTRATION:

- Ensure teachers have resources, training, & ongoing support to meet the needs of students and provide constructive feedback, and make themselves available to teachers and staff.
- Follow up with parents/families in a timely manner (24 hours)using the Family Follow Up Form.
- Ensure that students in jeopardy of chronic absenteeism are part of MTSS.
- Establish an infrastructure to support family engagement and decision making- SAC council.
- Provide opportunities for small group conversations with parents/families. See Saturn's Family Involvement Calendar (Title I)
- Implement voluntary weekly Teacher-Admin check-ins to improve communication and resolve concerns. in a timely fashion.
- Provide coaching related to the data within their individual classroom or academic area as part of monthly individual teacher data chats.
- Hire full time Guidance Counselor to provide instruction and to support Tier 2 & 3 instruction for grades K-6 related to behaviors. (Title I)

Person Responsible: Kori Hurst (hurst.kori@brevardschools.org)

By When: Daily as needed to meet the standards outlined

PBIS TEAM :

- A clear code of conduct for students and adults with input from students, families, and school personnel has been created. Such as, establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (restorative practices and positive behavioral supports).
- Meet monthly to discuss data on the following, discipline referrals or incident reports, in and out-of-school suspensions, and attendance. This forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done.

Person Responsible: Corey Nordike (nordike.corey@brevardschools.org)

By When: Monthly as part the the PBIS meetings

PBIS TEAM : Part 2

- Professional Development will be delivered based on data discussed at PBIS meeting to allow for reteaching of STAR expectations, a deeper understanding of Sanford Harmony curriculum to address restorative practices will be modeled for all teachers
- Will more with the guidance department to establish needed behavior intervention plans as needed for individual students.
- Develop videos to be shared with student in reference to STAR expectations

Person Responsible: Corey Nordike (nordike.corey@brevardschools.org)

By When: Monthly as part of the PBIS meetings

#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.

SY23 Math Achievement 3+ : decreased by 4 points 36% to 32% and continues to be below state and district average.

SY23 Math Learning Growth from FAST PM1 to PM3: increased 13% to 32%.

Measurable Outcome:

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

SY23 Math Achievement 3+ : decreased by 4 points 36% to 32% and is still below state and district average.

GOAL SY24 is to increase achievement level 3+ to 50% (FAST - PM3) which is an increase of 18% (34 students)

SY23 Math Learning Growth from FAST PM1 to PM3: increased 13% to 32%

GOAL SY24 is to increase Math Learning Growth to at least 50% (FAST - PM3 SY 2023 to PM3 SY 2024)

SWD: 22% proficient (2022) will increase by 19% to meet the 41% Federal index score or least 50% of SWD will make a learning gain from FAST PM1 to PM3.

BLACK 24% proficient (2022) will increase by 19% to meet the 41% Federal index score.

Monitoring:

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

*Weekly classroom walkthroughs, with immediate feedback and coaching steps planned.

*iReady data reports weekly monitored for usage and proficiency

*FAST PM1 and 2

*Student/teacher attendance will be monitored monthly.

*Tier 2 and 3 intervention process monitoring data

Person responsible for monitoring outcome:

Corey Nordike (nordike.corey@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.)

Evidence-based strategies embedded in this curriculum include metacognition, sense-making, use of manipulatives/visual representations, development of problem solving skills, classroom discourse, productive struggle, fluency and clear instructional routines.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teams will use provided data from iReady, Reveal (K-5) and EdGems (6th) and small group instruction to determine at-risk students, clearly identify problem/target skill instruction, create skills and content groups, and respond to student needs. For intervention teachers will focus on explicit systematic instruction and use of manipulatives and visual representation.

Reveal (K-5) and EdGems (6th) Curriculum: This focuses on helping students build knowledge—not just skills.

Students at Saturn need comprehensive, cohesive curriculum that can be taught explicitly and systematically with opportunities for reteach.

*iReady: Students at Saturn arrive at varying ability levels. Driven by the i-Ready Diagnostic, lessons in Mathematics provide tailored instruction that meet students where they are in their journey and encourage them as they develop new skills. Tools for Instruction provide actionable, in-the-moment resources for addressing skill gaps in small group and one-on-one settings.

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.

Guarantee all students receive Reveal (K-5) and EdGems (6th) instruction to include all required components with a focus on the use of manipulatives and small group instruction as part of their Tier 1 instruction.

Person Responsible: Kellee McCluney (mccluney.kellee@brevardschools.org)

By When: By the first week of school and ongoing throughout the school year depending on school enrollment and student transfers within the district.

Plan to monitor effectiveness of instruction by conducting weekly classroom walk-throughs to eliminate below grade level learning tracks. Monthly walk-throughs that focus specifically on subgroups and instruction support being provided.

Person Responsible: Kori Hurst (hurst.kori@brevardschools.org)

By When: Weekly classroom walkthroughs by school leadership

Professional development and collaborative planning with district content specialist to support teacher-led differentiated data-driven small group instruction (utilizing the iReady Prerequisite Report), manipulatives, and Tier 1 instruction to close skill gaps embedded within math block.

Person Responsible: Kori Hurst (hurst.kori@brevardschools.org)

By When: Monthly as outline in staff calendar

Increase parent involvement in mathematics through Partners in Progress (student-led conferences) and virtual conferences.

Person Responsible: Corey Nordike (nordike.corey@brevardschools.org)

By When: Student-led conference once per quarter and virtual conference ongoing as needed

Provide teachers with necessary professional development, content specialist modeling within the classroom, resources and materials to implement high impact instruction such as Title I instructional assistants and standards-based countdown materials. (Title I)

Person Responsible: Kellee McCluney (mccluney.kellee@brevardschools.org)

By When: Professional development monthly, modeling within the classroom ongoing based on needs of teachers, Title I instructional assistant daily.

Hire one Title I teacher to provide instruction and to support Tier 2 and 3 instruction for grades K-6. (Title I)

Person Responsible: Kori Hurst (hurst.kori@brevardschools.org)

By When: September 2023

Track data for all subgroups, including Students with Disabilities, Black, English Language Learners, Hispanic and utilize ESE accommodations and ESOL strategies to improve student performance.

Person Responsible: Corey Nordike (nordike.corey@brevardschools.org)

By When: After completion of STAR and FAST PM1 and PM2 and iReady assessments

Monthly data chats with individual teachers to discuss and develop action plans to address data for all subgroups, including Students with Disabilities, Black, English Language Learners, Hispanic and utilize ESE accommodations and ESOL strategies to improve student performance.

Person Responsible: Kori Hurst (hurst.kori@brevardschools.org)

By When: Monthly with school leadership team

Schedule small group additional intervention time in math to address Tier 2, Tier 3, and subgroup students to reteach math concepts not mastered during Tier 1 instruction.

Person Responsible: Kellee McCluney (mccluney.kellee@brevardschools.org)

By When: After completion of STAR and FAST PM1 and PM2 and iReady assessments

#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.

38% proficiency in 22-23 SY up from 33% proficiency in 20-21 SY.

Science 3+: 2022 - 38% Trend shows in 2019, 2021, and 2022 below state 48% and district 55% proficiency levels.

Subgroups: SWD 8% proficient on Science SSA

Black 11% proficient on Science SSA

Measurable Outcome:

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

5th Grade Overall: Science proficiency will increase in 22-23 from 38% to 50%. Subgroups: SWD Science proficiency will increase in 22-23 from 8% to 15%. Black Science proficiency will increase in 22-23 from 11% to 17%.

Monitoring:

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

Mastery and time spent on PENDA lessons will be monitored twice a month. Science instructional "look for's" will be created, communicated and monitored.

Person responsible for monitoring outcome:

Corey Nordike (nordike.corey@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.)

Science 5E Model: The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It

encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems. PENDA: Schools using Penda effectively and consistently improve science outcomes because the platform is constructed on a foundation of research and pedagogy.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PENDA: Research clearly supports game-based learning as a powerful tool for education. Penda routinely sees significant student gains with just 30 minutes of practice per week. Schools using Penda effectively and consistently improve science outcomes because the platform is constructed on a foundation of research and pedagogy. Penda employs Webb's Depth of Knowledge to expand students' skill sets and offer new challenges, literally creating new pathways in the brain.

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.

3rd through 5th grade teams will implement PENDA science computer-based program with weekly & monthly progress monitoring for usage and mastery. Utilize standards mastery report to reteach science standards.

Person Responsible: Corey Nordike (nordike.corey@brevardschools.org)

By When: Weekly & Monthly progress monitoring

Teachers will administer 5th grade science diagnostic to determine which gaps students have related to 3rd and 4th grade science standards. This data will be used to create instructional focus calendar for remainder of school year.

Person Responsible: Corey Nordike (nordike.corey@brevardschools.org)

By When: Diagnostics will be administered in the first 4 weeks of school and instructional focus calendar will be created for implementation by 6th week of school.

Grade level teams will meet during pre-planning and at least 2 Fridays per semester to create long range plans to ensure grade level alignment and a focus on content specific vocabulary. Grade Level Teams will utilize STEMscopes and PENDA for instruction.

Person Responsible: Corey Nordike (nordike.corey@brevardschools.org)

By When: During preplanning and at least 2 Fridays per semester

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

Person Responsible: Corey Nordike (nordike.corey@brevardschools.org)

By When: Weekly walkthroughs by school leadership team

Monthly data chats with individual teachers to discuss and develop action plans to address data for all subgroups, including Students with Disabilities, Black, English Language Learners, Hispanic and utilize ESE accommodations and ESOL strategies to improve student performance.

Person Responsible: Kori Hurst (hurst.kori@brevardschools.org)

By When: Monthly data chat and weekly review of data by school leadership team

Hire a STEM Teacher for the activity wheel to allow more hands on science instruction for grades K-6

Person Responsible: Kori Hurst (hurst.kori@brevardschools.org)

By When: Prior to school starting

STARBASE and Brevard Zoo (Zoo School) field trips will allow students to use collaboration, communication, ethical decision making, innovation, being technologically fluent and problem solving through various STEM activities and lessons. (Title I)

Person Responsible: Kori Hurst (hurst.kori@brevardschools.org)

By When: January through March of 2024

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).

Saturn will continue to focus on high quality standards aligned instruction with ELA and Math curriculum which includes strategies for scaffolding learning. Small group lessons focused on grade level content, in combination with strong MTSS procedures will benefit student learning and intervention services. The following strategies will continue to bolster student growth and achievement:

Scaffolded learning planned into the literacy block

Small group instruction

Strong PLCs with a focus on grade level standards with collaborative planning.

Content specialist from the district will collaborative plan with teachers and provide model lessons when needed to support instruction in the classroom.

Implementation of high quality, informational text to increase student background knowledge

Protected intervention blocks and data chats with teachers with district level support from the MTSS resource teacher on a monthly basis.

School based leadership team and district directors from Leading and Learning will conduct walk through to monitoring instruction and provide needed support for each classroom.

Additionally, Saturn will continue to focus on high quality standards aligned instruction with math curriculum and intervention. Intentional teaching with a clear and direct presentation of the new information to learners. Exit tickets will be used to diagnose gaps in learning in combination with strong MTSS procedures to support appropriate matches between student needs, math resources and appropriate teacher. The iReady Prerequisite Report will be used to group students and identify the prerequisite skills needed to be developed through small group instruction prior to the delivery of the core.

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

Based on STAR data from PM3 (2023) for K-2 proficiency

K: from (PM3) 30% will improve by 20% to meet 50% standard (PM3 2024)

1st: from (PM3) 37% will improve by 13% to meet 50% standard (PM3 2024)

2nd: from (PM3) 32% will improve by 18% to meet 50% standard (PM3 2024)

K-2 teachers will utilize Magnetic Reading to combine the art of teaching with the Science of Reading to ensure growth for every student, from foundations to fluency. They will utilize clear routines and multiple pacing options drive their instruction based on students needs. Teachers will scaffold support for their

students as they explore new worlds within both fiction and nonfiction texts. Reading instruction will focus understanding on how letters and groups of letters work together.

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

Based on FAST data from PM3 (2023) for 3-6 proficiency data to identify as a RAISE school

3rd: from 20% Level 3-5 (FAST PM3)

4th: from 45% Level 3-5 (FAST PM3)

5th: from 16% Level 3-5 (FAST PM3)

6th: from 43% Level 3-5 (FAST PM3)

ELA PROFICIENCY:

Saturn compared to district and state

3rd grade: 17%, BPS 60%, State 54%

4th grade: 41%, BPS 58%, State 52%

5th grade: 21%, BPS 59%, State 54%

6th grade: 31%, BPS 62%, State 52%

SWD: 15% proficient (2022)

BLACK 27% proficient (2022)

3-6 teachers will utilize the science of reading to increase the ability to read words, phrases, sentence and stories correctly building on student's independent fluency. There will be a focus on vocabulary where students have an understanding of the meaning of a word, how to say it and how to use them correctly within their learning path. Students with modeling from the teachers will master comprehension which is the ability to understand what they are reading.

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

Based on STAR data from PM3 (2023) for K-2 proficiency will increase

K: from (PM3) 30% will improve by 20% to meet 50% standard (PM3 2024)

1st: from (PM3) 37% will improve by 13% to meet 50% standard (PM3 2024)

2nd: from (PM3) 32% will improve by 18% to meet 50% standard (PM3 2024)

Grades 3-5 Measurable Outcomes

Based on FAST data from PM3 (2023) for 3-6 proficiency will increase:

3rd: from 20% Level 3-5 (FAST PM3) will improve by 31% to meet 50% standard (FAST PM3 2024)

4th: from 45% Level 3-5 (FAST PM3) will improve by 9% to meet 50% standard (FAST PM3 2024)

5th: from 16% Level 3-5 (FAST PM3) will improve by 34% to meet 50% standard (FAST PM3 2024)

6th: from 43% Level 3-5 (FAST PM3) will improve by 8% to meet 50% standard (FAST PM3 2024)

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.

FAST progress monitoring PM1, PM2, PM3
 iReady diagnostic reports given 2x/year
 Intervention progress monitoring data
 Lexia data
 Student/teacher attendance will be monitored monthly

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

McCluney, Kellee, mccluney.kellee@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?

Tier 1 (Core) Curriculum is on the 2022 approved Florida Instructional Materials Adoption list. Florida Benchmark Advance 2022 (K-5), Savvas (6th)

iReady is supported by Promising Evidence according to Evidence for ESSA.

Magnetic Reading Foundations is a Grades K–2 foundational skills program that leverages research-based, explicit systematic instruction and rich, engaging decodable texts

Lexia is supported by PowerUp is a gold standard randomized control trial (RCT) that meets ESSA's standards for strong evidence - the highest tier of efficacy evidence outlined by federal law.

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?

29% of students are proficient in ELA based on 2023 FAST PM3 ELA Achievement data. Implementation of high quality ELA instructional materials with fidelity will support the explicit instruction of vocabulary, phonics, phonemic awareness, fluency and comprehension. The use of high-quality instructional materials will support teachers understand how to identify students' instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction.

Florida Benchmark Advance 2022 (K-5), Savvas (6th) is needed to increase reading volume by engaging students in large amounts of reading.

- iReady: Students arrive at varying ability levels. Lessons provide tailored instruction that meets students where they are and encourages them as they develop new skills. Tools for Instruction provide actionable, in-the-moment resources for addressing skills gaps in small group and one-on-one
- Magnetic Reading: With 71% of students struggling with reading/scoring a level 1-2 and there is a noticeable gaps in phonic skills that can be address in primary grades moving forward. This allows for teachers to draw on concepts and practices strategically to suit the strengths and needs of their students.
- Lexia users scored 40+ scaled points higher than non-users on a standardized assessment of reading achievement.

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
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Literacy Leadership

1. Develop an ELA Block that consist of Foundations, Close Read, Writing, and Small Groups & Centers. Visual will be created that defines the commitments by all teachers.(T/Printing)

2.Implement collaborative planning utilizing the Benchmark/Savvas curriculum facilitated by the literacy coach and focused on the BEST Standards and the district pacing guides. Professional development will be embedded within this time for instructional strategies to support core instruction.

3.Implement iReady for all students (including the lowest 25% focused on intervention alignment) with the goal of 40 min./week with at least an 80% passage rate. Data chats will be in place for all 3-6 grade students to include goal setting and follow up.

4.Provide teachers with necessary resources and materials to implement and execute intervention and differentiated instruction to include: Curriculum & Associates Language Arts Florida Standards (LAFS), Magnetic Reading Foundations, and Lexia (Title I)

Literacy Coaching

1.Look at individual iReady diagnostic scores of Level 1 and 2 students to determine specific needs for differentiated instructional and intervention supports.

2. Plan using the district pacing documents to monitor effectiveness of instruction by conducting weekly classroom walk-throughs to ensure that small group and interventions are being implemented with fidelity. follow up with coaching as needed. (Title I)

3.Hire an instructional coach to coach teachers, create, maintain, and monitor the effectiveness of structured interventions and small instruction, which includes a tracking system to consistently collect and analyze data. (Title I)

4.Hire one Title I teachers and one instructional assistants to provide instruction and to support Tier 2 and 3 instruction for grade K-6. (Title I)

5. Hire two ASP teachers to provide instructional tutoring for our lowest 25% and Tier 2 and 3 students. (Title I- may hire additional ASP teachers)

Assessment

1.Predetermined groups :Use the grade level text- Group will either be working on language comprehension or word recognition. Leveled readers (within grade level band) that come with Benchmark

2. How to screen for small groups: Use EOY i-Ready, Listen to the student one-on-one, FAST score, PSI for K-2 (or a phonics screener)

Hurst, Kori,
hurst.kori@brevardschools.org

Action Step	Person Responsible for Monitoring
3. Start small groups on the 3rd full week of school: Systems and routines 8/ 10-8/19, Practice small group routines 8/22-8/24, Begin differentiated small groups on 8/24	
4. Have teachers determine their groups (4 groups)- Goal is to see two groups a day. Data for grouping: EOY i-Ready, PSI, Benchmark Advance screener (K-2), FAST (3-6), One-on-one reading with teacher, DIBELS	
5. Revisit grouping of students after the completion of FAST progress monitoring PM1, iReady Diagnostic 2 and then again after FAST PM2.	
6. Maintain/upgrade computers to ensure successful a data monitoring for all grade levels (Title I)	

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 school recognizes the importance of transparent and effective communication with all stakeholders, including students, families, school staff, leadership, local businesses, and organizations. To ensure the dissemination of the School Improvement Plan (SIP), the school has developed a comprehensive plan that considers various methods of communication and accessibility:

School Website and FOCUS:

The school will maintain a dedicated section on its official website where the SIP and related documents will be posted. This ensures easy access for all stakeholders at any time. The webpage is user-friendly, featuring clear links and sections for each document. It will also include information about how to interpret the documents, making it accessible to parents in a language they can understand.

Multilingual Translations:

Recognizing the linguistic diversity of its community, the school will provide translations of key documents into commonly spoken languages. This ensures that parents who speak languages other than English can fully understand the content.

Information Sessions and Workshops:

The school will organize information sessions and workshops to provide a detailed overview of the SIP. These sessions will be conducted in-person and will offer streaming options.

Email Communication:

Regular email updates will be sent to parents, families, school staff, and local businesses to keep them informed about progress, milestones, and relevant updates related to the SIP.

Automated Phone Messages:

The school will use automated phone messages to share important updates and reminders about upcoming events related to the SIP.

Social Media Platforms:

The school's social media accounts (such as Facebook,) will be used to share highlights, achievements, and key information related to the SIP and SWP. Visual content and infographics will be utilized to simplify complex information.

Parent-Teacher Conferences:

During parent-teacher conferences, teachers and administrators will provide summaries and progress reports on the SIP.

Local Business and Organization Partnerships:

A system will be developed to communicate with local businesses and community partners regarding the school's improvement efforts and will include targeted communication, meetings, and collaborative events.

Open Door Policy for Questions:

The school will maintain an open door policy, allowing parents, families, and stakeholders to reach out with questions and seek clarifications regarding the SIP.

By employing a combination of digital and traditional communication methods, translations, interactive sessions, and collaborations, the school aims to ensure that the SIP information is accessible, comprehensible, and engaging for all stakeholders, thus fostering transparency, engagement, and informed decision-making within the school community.

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))

The school is dedicated to fostering strong and positive relationships with parents, families, and other community stakeholders to align with its mission, support students' needs, and ensure effective communication about each child's progress. To achieve this goal, the school has developed a comprehensive strategy that focuses on engagement, collaboration, and open communication:

Welcoming Environment: The school has a welcoming atmosphere that encourages parents and families to actively participate in school activities. Warm greetings, informative signage, and friendly staff interactions set the tone for a supportive community.

Family Engagement Events: The school will organize a variety of family engagement events quarterly throughout the year. These events could include parent-teacher conferences, curriculum nights, celebrations, workshops, and open houses. These occasions provide opportunities for parents to interact with teachers, staff, and fellow parents in a relaxed setting.

School Advisory Council: Establishing parent advisory committees allows parents to contribute their perspectives and insights on various school matters. These committees can discuss initiatives such as curriculum changes, school policies, and improvement plans, ensuring that parents' voices are heard

and valued.

Regular Communication Channels: The school will maintain regular communication channels through FOCUS to keep parents informed about their child's progress and upcoming events. Additional means for sharing of information could involve weekly newsletters, emails, automated phone messages, and the use of digital platforms or apps such as Google Classroom providing real-time updates.

Parent-Teacher Partnerships: The school values the input of parents in their child's education. Teachers will actively seek input from parents about their child's learning style, strengths, and areas for growth. Parent-teacher conferences will be scheduled to discuss academic progress, social development, and set collaborative goals.

Parent Education Workshops: The school recognizes the importance of providing parents with tools to support their child's learning at home. Parent education workshops will cover topics such as effective study habits, fostering positive behavior, navigating digital resources, and understanding curriculum changes.

Student-Led Showcases: Organizing events where students can showcase their achievements, projects, and talents provides parents with a firsthand look into their child's learning journey. This strengthens the bond between parents, students, and the school community.

Two-Way Feedback System: The school will utilize the FOCUS Communication system to establish a two-way system of communication for feedback and suggestions regarding school policies, programs, and activities.

Community Partnerships: Collaborating with local businesses, organizations, and community leaders enriches students' educational experiences and demonstrates the school's commitment to the broader community. This may involve mentorship programs, career fairs, and service-learning projects.

Digital Platforms and Social Media: The school will leverage digital platforms and social media to share updates, achievements, and information with parents and families. This approach ensures that parents stay connected and informed.

By implementing these strategies, the school aims to create a collaborative and supportive environment where parents, families, and community stakeholders work together to achieve the school's mission of providing a high-quality education, meeting students' needs, and ensuring that parents are well-informed about their child's progress and the school's activities.

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)

The school is committed to enhancing its academic program by implementing a multifaceted approach that focuses on increasing learning engagement, improving instructional practices, incorporating meaningful student discourse, and building collective efficacy. A key element of this approach involves the implementation of the five stages of focused note-taking, with an emphasis on stages 2, 3, and 5. Stages 1 and 4 are established practices teachers are proficient in executing.

Overall, the implementation of ASP intervention, collaborative planning with teachers, extended reading block summer school, Tier 2 and 3 intervention , along with other complementary initiatives, will contribute to the school's efforts to strengthen the academic program, increase learning time, create more

opportunities for meaningful student discourse, and provide an enriched educational experience for all students.

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))

Saturn leadership team is responsible for ensuring continued commitment to the school's mission and vision. Our mission is as a leadership team that includes administration, school support, coaches, and teacher leaders meets throughout the summer and preplanning to complete the needs assessment process for the school. This process allows all stakeholders to assist with identifying the needed areas of improvement and to develop a strategic action plan to make improvements in specific areas. Federal, state, and local funds are coordinated to support the school's goals, thus impacting academic achievement. Title 1 and Unisig Federal funds are used to employ additional instruction personnel (science coach, math coach, literacy coach, guidance counselor, and ELA/Math interventionist), support parent involvement/engagement activities, purchase instructional materials and resources, and purchase professional development for faculty and staff in both academics and behavior strategies for Tier 1 supports. Goals, strategies, and action steps are always aligned with the school's mission and vision.