

Brevard Public Schools

Westside Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Westside Elementary School

2175 DEGROODT RD SW, Palm Bay, FL 32908

<http://www.westside.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.

Through collaboration, high expectations, and compassion, WE inspire students to explore their greatest potential.

Provide the school's vision statement.

Together WE will achieve greatness!

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
Woodbury, Stephanie	Principal	<p>Develops and shares a vision of academic success including the allocation of fiscal and human capital resources. Monitors effectiveness of vision through classroom walkthroughs, Instructional Rounds with District Leaders and data analysis to ensure all systems align within the school community in order to improve student achievement. Serves as the Instructional Leader of the building. Leverages resource to provide teachers with the tools to support high quality learning and instruction. Models instructional practices through participation in collaborative planning and school wide professional development. Coordinates the development of an effective Multi-Tiered System of Supports to ensure students with need are provided with additional supports to achieve success.</p>
		<p>Leverages school leadership team members, teachers, and any additional staff that may be able to offer support in their area of expertise. It is through these meetings that discussions of classroom assessment data, grade level data trends, teaching strategies, curriculum, progress monitoring, and student behaviors are analyzed. If implemented interventions do not show an increase in student performance, a new or more intensive approach is developed.</p>
Williams, Mallory	Assistant Principal	<p>Supports the realization of school wide vision by managing school resources. Provides instructional leadership by providing teachers with up-to-date, research based, effective practices that improve student achievement. Models effective instructional practices and supports teacher growth through observation and feedback through coaching cycles. Identifies and develops school leaders to enhance the impact of high quality instructional practices. Encourages a culture of collaboration, self reflection and growth through participation in collaborative planning sessions, data analysis/ MTSS meetings and coaching cycles.</p>
Tison, Brianne	Instructional Coach	<p>Supports the successful implementation of school wide ELA goals by providing high quality professional development, leveraging resources and participating in coaching cycles. Serves as an instructional leader by sharing with teachers, high quality instructional practices and modeling lessons. Supports teachers with tools to develop and implement Tier II and III interventions to meet the needs of at risk students. Monitors the effective implementation of ELA curriculum by conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.</p>
		<p>Supports the successful implementation of school wide ESE goals by providing high quality professional development, leveraging resources and participating in coaching cycles. Serves as an instructional leader by sharing with teachers high quality instructional practices for students with disabilities. Supports teachers with tools to develop and implement strategies for accessing curriculum, differentiation, scaffolding, and utilizing accommodations. Monitors the effective implementation by conducting data</p>

Name	Position Title	Job Duties and Responsibilities
		analysis meetings with grade level teachers and determining adjustments to practice as needed.

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 process began with the data and comments from the Youth Truth survey completed by students in grades 3-6, and the results of the BPS Parent Input survey. Then, the TNTP survey results which highlighted the perspective of the staff along with a summer cadre who reviewed the previous SIP and highlighted the positive aspects and areas for improvement. Next, the cadre reviewed all of the performance data for our school to disaggregate with areas needed to be our priority focal points. Last, the SAC committee will add their input at the initial meeting this year to solidify our goals and action plans.

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))

After each F.A.S.T. Progress Monitoring and i-Ready diagnostic, the data will be reviewed by leadership, instructional staff and SAC input including community members. Our students with disabilities will be a priority focus for proficiency and growth along with our 3rd grade reading proficiency. As needed, we will revise the plan during leadership and SAC meetings to meet the needs of our students based upon this data.

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	50%
2022-23 Economically Disadvantaged (FRL) Rate	83%
Charter School	No
RAISE School	No
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: B 2019-20: A 2018-19: A 2017-18: B
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	9	33	21	22	14	17	24	0	0	140	
One or more suspensions	0	3	1	8	3	3	1	0	0	19	
Course failure in English Language Arts (ELA)	0	0	0	1	2	2	1	0	0	6	
Course failure in Math	0	0	0	1	2	3	1	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	6	20	16	19	0	0	61	
Level 1 on statewide Math assessment	0	0	0	0	8	27	20	0	0	55	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	4	7	12	8	0	0	32

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	9	6	9	7	4	4	2	0	0	41
Students retained two or more times	0	0	0	1	1	0	1	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	0	0	0	0	0	0	0	0		
One or more suspensions	0	2	1	1	2	3	4	0	0	13	
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	11	12	21	19	0	0	63	
Level 1 on statewide Math assessment	0	0	0	9	30	20	34	0	0	93	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	4	11	8	8	18	0	0	49	
	0	0	0	0	0	0	0	0	0		
	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	0	0	0	9	11	13	24	0	0	57

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	8	4	10	4	10	0	0	0	38
Students retained two or more times	0	0	0	0	0	1	2	0	0	3

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	0	0	0	0	0	0	0	0	
One or more suspensions	0	2	1	1	2	3	4	0	0	13
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	11	12	21	19	0	0	63
Level 1 on statewide Math assessment	0	0	0	9	30	20	34	0	0	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	4	11	8	8	18	0	0	49
	0	0	0	0	0	0	0	0	0	
	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	0	0	0	9	11	13	24	0	0	57

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	8	4	10	4	10	0	0	0	38
Students retained two or more times	0	0	0	0	0	1	2	0	0	3

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*	60	58	53	62	61	56	60		
ELA Learning Gains				71			69		
ELA Lowest 25th Percentile				63			67		
Math Achievement*	55	58	59	55	49	50	53		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				69			52		
Math Lowest 25th Percentile				52			52		
Science Achievement*	50	58	54	52	60	59	39		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress	50	54	59	57			74		

** 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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	270
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	8

2021-22 ESSA Federal Index

Percent Tested	99
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	26	Yes	4	1
ELL	41			
AMI				
ASN				
BLK	47			
HSP	49			
MUL	77			
PAC				
WHT	58			
FRL	51			

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	35	Yes	3	
ELL	55			
AMI				
ASN				
BLK	55			
HSP	62			
MUL	67			
PAC				
WHT	59			
FRL	57			

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	60			55			50					50
SWD	28			30			10				5	25
ELL	47			40			27				4	50
AMI												
ASN												
BLK	55			45			38				5	45
HSP	54			46			46				5	52
MUL	89			64							2	
PAC												
WHT	59			61			56				4	
FRL	57			48			51				5	48

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	62	71	63	55	69	52	52					57
SWD	19	47	50	29	53	39	19					27
ELL	47	76	71	44	72	50	21					57
AMI												
ASN												
BLK	48	72	78	35	61	44	37					64
HSP	65	72	55	57	84	70	35					55
MUL	71	76		61	69		60					
PAC												
WHT	64	68	55	58	65	44	60					
FRL	55	68	65	50	67	50	50					53

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	60	69	67	53	52	52	39					74
SWD	25	54	65	26	49	46	13					67
ELL	36	59		33	45							74
AMI												
ASN												
BLK	44	68	76	38	49	44	8					
HSP	57	74	70	40	56	67	33					65
MUL	76	80		61	50							
PAC												
WHT	63	65	59	58	52	53	48					
FRL	53	63	63	45	49	50	29					76

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	56%	59%	-3%	54%	2%
04	2023 - Spring	65%	61%	4%	58%	7%
06	2023 - Spring	64%	61%	3%	47%	17%
03	2023 - Spring	53%	56%	-3%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	66%	67%	-1%	54%	12%
03	2023 - Spring	57%	60%	-3%	59%	-2%
04	2023 - Spring	62%	61%	1%	61%	1%
05	2023 - Spring	42%	55%	-13%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	57%	-8%	51%	-2%

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.

Fifth grade Math showed the lowest performance from last year. In 5th grade, the proficiency in Math was 42% compared to 55% last year. Additionally there were 6% more Level 1s in that category.

Trends are showing lower performance in 5th grade over the last few years which could be a result of departmentalizing students for the first time.

For the subgroup of SWD, the data shows limited proficiency overall in ELA and Math. In grades 3-6, only 19/75 SWD achieved a Level 3 proficiency or higher on the state assessment, and 21/75 in Math.

Factors that could have contributed to this decline include implementing the new curriculum, departmentalization of subjects, and limited small group and student engagement during Tier 1 instruction.

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

Math achievement in 4th and 5th grade had the greatest decline from the prior year along with overall proficiency of SWD. Fourth grade dropped 8 percentage points while fifth grade dropped 10 percentage points and increased the amount of the Level 1's.

Factors that could have contributed to this decline include implementing the new curriculum, departmentalization of subjects, and limited small group and student engagement during Tier 1 instruction.

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.

Fifth grade Math had the greatest gap when compared to the state average. Our students had a 42% proficiency while the district and state had 55%.

This has not been a trend in 5th grade Math, but the cohort of students had a history of struggling in 3rd and 4th grade due to pandemic loss.

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

The data component that showed the most improvement was third grade Math which increased 26% points from last year and decreased the number of Level 1's by 27%.

Factors that helped increase this component included more hands-on learning through manipulatives and use of visuals to help conceptual understanding. Additionally, the support of a Math Coach allowed our team to receive feedback, modeling and help with effective planning.

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

The two areas of concern would be students with excessive absences and the amount of Level 1's on state assessments.

In the area of absenteeism, a majority were primary students who missed numerous days of instruction which ultimately impacted their proficiency. Additionally, we also had many students who were tardy each day which resulted in them missing valuable Tier 2 and Tier 3 supports.

The next area of concern would be the increased numbers of Level 1's on assessments. Some of these are SWD, but others are students who were in 3rd grade during pandemic which was a vital year for foundational reading and math skills. Those students have had lower proficiency since that time and higher numbers needing Tier 3 supports.

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

- 1) Increasing the fidelity of small group instruction during Tier 1 academic blocks.
- 2) Increase ESE Support time in the context of the classrooms and using them during small group instruction.
- 3) Monitoring and intervening in regards to absences/tardies for all students.

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 Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

In order to increase the proficiency levels in ELA , Math and Science, students need to be consistently working at a rigorous level to the full intent of the standard. This will be accomplished by instructional leaders and coaches facilitating collaborative planning sessions, so teachers have protected and supported time to analyze and conduct purposeful lesson planning to ensure that instruction, tasks, and assessments are standards-aligned. The goal is to implement these standards-aligned plans with fidelity to ensure equity across the grade level and consistent rigor to the level that will be assessed by local and state tests. Additionally, we will support students in prerequisite skills for standards through afterschool tutoring in ELA and Math.

Measurable Outcome:

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

Ultimately, the measurable outcome will be improved proficiency levels in ELA , Math and Science based upon local and state assessments.

Spring 2023 F.A.S.T Proficiency Data

- *ELA Achievement: 60%
- *ELA Lowest 25%: Current: 61%
- *Math Achievement: Current: 57%
- *Math Lowest 25% Current: 50%
- *Science Achievement Current: 49%

Fall 2023 Progress Monitoring Proficiency Data (F.A.S.T)

ELA _____% (grades 3-6)
Math _____% (grades 3-6)

Based upon the data listed above, our measurable goals for Progress Monitoring #2:
Increase ELA proficiency in grades 3-6 to _____%, Math proficiency to _____%

Based upon the data listed above, our measurable goals for Progress Monitoring #3:
Increase ELA proficiency in grades 3-6 to _____%, Math proficiency to _____%

Daily, observational data will be collected during walk-throughs, and progress monitoring benchmarks mastery and mini-task assessments will show consistent growth.

Monitoring:

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

Administration and instructional coaches will conduct frequent walkthroughs to collect data on benchmark-aligned instructional practices. Data will also be disaggregated to see if students are mastering the benchmarks to the full intent.

Person responsible for monitoring outcome:

Stephanie Woodbury (woodbury.stephanie@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.)

Use of the coaching cycle for collaborative planning, modeling, follow-up, and monitoring through instructional chats and observational data. Collaborative planning will help teachers develop clarity and establish learning targets for their students, both of which have effect sizes greater than .40 which is proven to boost student achievement based upon John Hattie's Visible Learning research. When teachers have a clear understanding of what students are expected to master at their grade level, their instructional practices are more targeted. The continuous feedback from observational data will also guide teachers to refine their practices within the coaching cycles.

Additionally, weekly PLC chats based upon current data will promote quick identification of students who are struggling and in what specific areas that will influence planning and instruction. As teachers receive assessment data in real-time, they can adjust their instructional practices, small groups and intervention groups accordingly for targeted impact.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By giving guidance and job-embedded professional development to teachers in regards to planning and implementing benchmark-aligned instruction, the students will benefit from a more engaging, rigorous learning environment with opportunities to show mastery of benchmarks. It will also include our ESE teachers who can enhance the lessons and instruction with research-based strategies to improve performance by students with disabilities, as well as, benefiting others. The use of complex text will assist with improving our ELA proficiency and student tasks will be more aligned with the test specifications based upon state assessments. For our lower grades, it will build a stronger foundation in ELA to improve student achievement long-term.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. State and local assessment data will be disaggregated to find areas of limited proficiency of our school.

Person Responsible: Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

By When: August 2023 for prior year data and ongoing for current year (after each PM)

2. Collaborative planning will meet weekly to examine standards, and ensure all instruction, tasks and assessments are aligned to the full intent of the standard. General education teachers and ESE resource teachers will attend together. Job-embedded professional development will occur during these planning sessions tailored to the grade level or teacher needs. Administration and Instructional Coach will attend these planning sessions on a rotating basis but each team will complete an exit slip for monitoring purposes.

Person Responsible: Mallory Williams (williams.mallory@brevardschools.org)

By When: Weekly and ongoing

3. Weekly data-team meetings will analyze benchmark mastery data and student work samples. Through this discussion, all stakeholders will take ownership of challenges and collaborate on action plan to improve or assist.

Person Responsible: Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

By When: Weekly and ongoing

Administration and instructional coaches will conduct weekly walkthroughs to collect data on the fidelity of standards-aligned instruction, student work, and assessments. Feedback will be shared with teachers in the coaching cycle and areas of weakness will be supported with human or material resources such as modeling and teacher trainings.

Person Responsible: Brianne Tison (tison.brianne@brevardschools.org)

By When: Ongoing

School will provide tutoring for students to build requisite skills for each standard funded by ASP (ESSER) Funds.

Person Responsible: Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

By When: September 2023

#2. Positive Culture and Environment specifically relating to Other

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.

This area of focus is a continuation of our Positive Behavior Intervention and Supports (PBIS) initiative with an emphasis on building relationships through Class Conventions, restorative conversations and Building Resiliency education. Two years ago, we relaunched the PBIS culture with success, however, we still had some substantial student behaviors. Based upon our discipline data and trends, stakeholders decided to add in the next layer of the PBIS system with improvements and training for all staff. Without a positive learning environment, instructional time can be easily disrupted which will negatively impact student performance. These areas of need were identified through TNTP teacher survey, forums with staff, Youth Truth Survey, discipline data, and observational data by leadership:

- 1) Students were not given or held accountable to schoolwide expectations, and discipline was not consistent or communicated effectively with staff. Learning environments were often disrupted and students had difficulty focusing. Teachers were frustrated with discipline measures. There was not a consistent method to identify, teach, and positively reinforce expectations.
- 2) Relationships between offending students and staff, or other classmates, were often damaged without a consistent, researched-based method to rebuild. When relationships are damaged or severed, it makes redirection and trust areas of concern during academic or behavioral needs.
- 3) Classrooms that did not utilize Class Convention with fidelity saw a greater number of discipline issues throughout the year. Comparatively, those who did use it with fidelity saw the strength of relationships and student reduction in behaviors.

Measurable Outcome:

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

The goal is to decrease the number of discipline incidents and student referrals schoolwide as documented in our Rtl database, as well as, teacher documentation. Another goal would be an improvement in our staff TNTP

survey results in the areas of school culture, student discipline, and administrative support. Our goal is to decrease our number of incidents by 50% and reduce the number of suspensions by 30% for our students with disabilities.

Monitoring:

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

Administration will monitor discipline data and conduct walkthroughs to collect observational data on the implementation and effectiveness of PBIS systems. Our goal is to improve the overall school culture, social emotional learning, and decrease our number of incidents by 50% and reduce the number of suspensions by 30% for our SWD.

Person responsible for monitoring outcome:

Stephanie Woodbury (woodbury.stephanie@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.)

The Positive Behavior System is a research-based program that creates a schoolwide common language and set of expectations. The token currency encourages students to follow expectations by rewarding them for their

efforts and positive praise. Class Conventions, Restorative Conversations and Building Resiliency education help build and maintain an emotionally safe learning environment for students and staff by using structures for class meetings, resolving conflicts, and repairing relationships broken between students and staff. It allows students and staff to understand how their actions impact the academic and emotional well-being of others

while taking ownership. Additionally, it teaches students that mistakes will not follow them, but give them a chance to restore damage and move forward.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Because our discipline and TNTP data shows a need for consistency and effectiveness, our school decided to continue our PBIS program with some improvements to ensure success. Additionally, by utilizing Class Convention, Restorative Conversations and Building Resiliency Education, it gives staff more tools to build and maintain a positive learning environment and school culture. Survey data stated staff felt there was not a consistent effort schoolwide among their colleagues, and by narrowing our focus and adding additional tools, staff can have a common language as well as be held accountable by their peers. Finally, by using a positive language approach, the culture of the school will bloom naturally.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Discipline and TNTP data will be analyzed and areas of concern will be problem-solved through collaborative forum including all school-based stakeholders.

Person Responsible: Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

By When: August 2023

2. Staff review of schoolwide expectations for students in regards to PBIS. Steering committee will continue to establish alignment between current PBIS language/expectations, and the language/philosophies of Class Conventions, Restorative Conversations and positive reinforcement. Processing referrals in FOCUS referral will increase the communication between staff, families, and administration on corrective strategies taken.

Person Responsible: Mallory Williams (williams.mallory@brevardschools.org)

By When: Ongoing

3. Staff will receive a refresh and updated training of PBIS, Class Conventions, Restorative Conversations, and positive reinforcement from our administration and PBIS steering committee during preplanning and throughout the year. They will be provided with the necessary documents, plans and materials to implement with fidelity from the first day of school.

During future PD, staff will learn more strategies for effective community building and connections after behavioral incidents.

Person Responsible: Mallory Williams (williams.mallory@brevardschools.org)

By When: August 2023 (preplanning) and Ongoing for additional PD

4. Every classroom teacher will conduct daily Class Conventions each morning to build relationships and a strong class community. During conventions, PBIS expectations will be reinforced along with a focus on

character traits and Social Emotional learning. Administration will ensure time is made available in the master schedule for these conventions to occur without interruption.

Person Responsible: Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

By When: Ongoing

5. Administration will conduct walkthroughs to collect data on the implementation and effectiveness of all PBIS structures. This observational data will be shared at monthly meetings and any issues will be addressed and problem-solved. Additionally, discipline data and attendance data will be continually tracked and reviewed through our data base to monitor effectiveness in comparison to our walkthrough data.

Person Responsible: Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

By When: Ongoing starting in August 2023

6. Discipline and culture data will be shared with all stakeholders quarterly to discuss and problem-solve. Data will also identify students who may need Tier 2 behavioral supports.

Person Responsible: Mallory Williams (williams.mallory@brevardschools.org)

By When: Quarterly (October, January, March, May)

7. Guidance Counselor will implement school-wide mental health education programs, as well as, mentoring students in need and providing specific support services to students through small group and individual therapy sessions.

Person Responsible: Mallory Williams (williams.mallory@brevardschools.org)

By When: Ongoing through school year

#3. ESSA Subgroup specifically relating to Students with Disabilities**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.

This area will focus on improving the academic proficiency of our students with disabilities. The current data triangulated from various assessments last year is as follows:

F.A.S.T. Spring 2023

25% of our students with disabilities demonstrated mastery of benchmarks in ELA

28% of our students with disabilities demonstrated mastery of benchmarks in Math

Progress Monitoring #1 Fall 2023 (Kindergarten-Second Grade)

24% of our students with disabilities demonstrated mastery of benchmarks in ELA

15% of our students with disabilities demonstrated mastery of benchmarks in Math

Progress Monitoring #1 Fall 2023 (Third-Sixth Grade)

11% of our students with disabilities demonstrated mastery of benchmarks in ELA

5% of our students with disabilities demonstrated mastery of benchmarks in Math

Our Students with Disabilities (SWD) include all students with an Individualized Education Plan (IEP). This is a relatively large group in our school, comprising 18% of our student population. In the past, this group has been the group that makes the least amount of growth and has the smallest percentage of students meeting grade level expectations. Though we are making progress with this subgroup, less than 50% of them are consistently demonstrating mastery of benchmarks in Reading, Math, and Science.

We will utilize ESE Resource teachers to implement more layers of support for our subgroup students. These students will receive the high-quality Tier 1 instruction in all subjects, plus additional supports throughout their academic week to improve foundational skills including Tier II and III instruction.

Measurable Outcome:

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

Our goal is to improve these subgroups to the following data points:

Progress Monitoring #2 (Kindergarten-Second)

35% of our students with disabilities will demonstrate mastery of benchmarks in ELA

25% of our students with disabilities will demonstrate mastery of benchmarks in Math

Progress Monitoring #2 (Third -Sixth)

25% of our students with disabilities will demonstrate mastery of benchmarks in ELA

20% of our students with disabilities will demonstrate mastery of benchmarks in Math

Progress Monitoring #3 (Kindergarten-Second)

50% of our students with disabilities will demonstrate mastery of benchmarks in ELA

40% of our students with disabilities will demonstrate mastery of benchmarks in Math

Progress Monitoring #3 (Third -Sixth)

40% of our students with disabilities will demonstrate mastery of benchmarks in ELA

40% of our students with disabilities will demonstrate mastery of benchmarks in Math

Monitoring:

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

Student progress will be monitored through out Multi-Tiered System of Supports (MTSS) and grade level data chats weekly. Administration, Instructional Coach, and Teachers will track data after each diagnostic and benchmark assessment.

Person responsible for monitoring outcome:

Brianne Tison (tison.brianne@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.)

Accurately tracking student data and utilizing the Multi-Tiered System of Support with fidelity will ensure students are identified and given the supports they need to succeed. Students are identified through assessment and observational data, and a team of stakeholders then determines their plan of action for each student. Many of these students are in need of Tier II and Tier III interventions in Reading and Math due to significant skill gaps and proficiency deficits. Small group instruction based upon progress-monitoring data is an evidence-based strategy to improve student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The MTSS process is an effective system to identify and assist students with learning deficiencies. Once the students are correctly identified, Tier II and III small group instruction allows us to target specific skills with bi-weekly progress monitoring. This provides data for dynamic grouping as students master skills. Tier III intervention allows a focused approach to substantial skill gaps for students performing two or more years below grade level. On-going progress monitoring ensures students are getting the services they need to increase proficiency levels.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Leadership team will disaggregate data, identify subgroups and specific students who are demonstrating deficits and share information with stakeholders via various mediums.

Person Responsible: Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

By When: August 2023

2. Administration will collaborate with ESE team to create an effective master schedule in order to maximize the time spent supporting SWD in the general education environment and self-contained environments.

Person Responsible: Kayla Smith (smith.kayla@brevardschools.org)

By When: August 2023

3. Classroom teachers, ESE Resource teachers and Literacy Coach will provide Tier II instruction with progress monitoring to occur bi-weekly, or Tier III interventions with weekly progress monitoring. ESE teachers will provide supports for students during core academic blocks and additional support as needed during other times of the student day.

Person Responsible: Mallory Williams (williams.mallory@brevardschools.org)

By When: Ongoing; groups established by August/September 2023 and reassessed after each Progress monitoring assessment.

4. Teachers, Literacy Coach and Administration will discuss students during data chats and MTSS grade level meetings to identify those who are not making adequate progress or not attending school regularly.

Person Responsible: Brianne Tison (tison.brianne@brevardschools.org)

By When: Ongoing

5. Increased participation in small group instruction during Tier 1 academic blocks using on-grade-level content with supports as needed.

Person Responsible: Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

By When: Ongoing starting in September 2023

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)).

The school improvement plan will be presented for stakeholder input via our School Advisory Council and staff meetings. Administration will meet with the bookkeeper and review spending allocations and budget barriers. All funds requested that are related to the SIP will be reviewed by our SAC and input taken to adjust as needed.

Funding for all professional development course must be reviewed by administration to ensure alignment of the SIP. Additionally, all materials or human capital will not be purchased unless it can positively impact the goals outlined in this plan.