Spessard L. Holland Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Spessard L. Holland Elementary School

50 HOLLAND CT, Satellite Beach, FL 32937

http://www.holland.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 help all students develop skills, concepts, attitudes, and values that enable them to be successful members of society.

Provide the school's vision statement.

Looking toward our children's future with challenging learning experiences that will lead to success.

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
Alison, Samantha	Principal	As the principal, Mrs. Alison is responsible for effectively interpreting student data and communicating the strengths and areas of improvement to the Holland Elementary stakeholders. She is an active member of the School Advisory Council and collaborates with the council in discussions and decisions to support the continual improvement of Holland Elementary. She effectively communicates the school improvement goals and the actions required for implementation. Throughout the school year, she monitors the implementation of the School Improvement Plan to ensure that it is being done with fidelity and that it is a living, breathing document that can be adjusted to meet the changing needs of our school. Mrs. Alison also facilitates MTSS Monday Meetings, Leadership Team Meetings, and Data Team Meetings to lead the monitoring of student progress. She actively acquires materials and resources for teachers to support their curriculum and instruction. She builds systems to retain an outstanding workforce in order to provide the best possible culture for teaching and learning.
Cirino, Stacy	Assistant Principal	Mrs. Cirino coordinates all aspects of the curriculum. She assists teachers in interpreting and implementing district-approved curriculum and corresponding implementation guides and resources. Mrs. Cirino observes teachers and provides feedback on how to implement standards-aligned, rigorous instruction. Additionally, she makes sure that teachers have the necessary resources to provide quality instruction to their students. She oversees the MTSS Leadership Team and the MTSS Co-Facilitators and ensures that all students receive Tier 2 and 3 interventions as needed. She leads Data Team Meetings and collaborates routinely with the school counselor and literacy coach in this effort. Mrs. Cirino addresses student discipline, maintaining school safety so that strong instruction can occur without interruption in classrooms.
Smith, Tonya	Instructional Coach	Mrs. Smith monitors the implementation of the BEST ELA Standards and the Benchmark Advance and SAVVAS Programs. She mentors new classroom teachers through lesson modeling, lesson plan design, lesson structures, and facilitation of peer observations. She also serves as the Lead Mentor and completes the coaching cycle with teachers as needed. Mrs. Smith supports professional development, monitors fidelity of i-Ready usage, pass rates, and data for progress monitoring. She leads the i-Ready school-wide incentive program and the Literacy Leadership Team. Mrs. Smith helps monitor Tier 2 and Tier 3 interventions, is an active member of the MTSS Leadership Team, assists leading Data Team Meetings, and attends weekly leadership team meetings.
Gibbs, Debra	Instructional Coach	Debra Gibbs monitors the implementation of the BEST Mathematics Standards and the Reveal and EdGems Programs. She leads professional development in the programs, mathematics best practices, and small-group instruction. She helps monitor

Name	Position Title	Job Duties and Responsibilities
		performance and progress monitoring data to inform future PD and instruction.
Hodge, Jennifer	Teacher, K-12	Mrs. Hodge is a teacher leader who provides professional development and guidance in the area of writing. She is the chair for the School-wide Writing Committee and collaboratively worked on establishing a school-wide program for writing.

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 for involving stakeholders is done through various means. The school leadership team meets weekly to discuss schoolwide initiatives, and a minimum of once a month the team discusses the Areas of Focus within the School Improvement Plan (SIP). Teachers meet with administration and/or the MTSS team each week through data chat meetings or faculty meetings. These meetings focus on schoolwide student performance data, areas of need based on student performance, the SIP, and overall student needs. Throughout the school year the School Advisory Council (SAC) is advised of the progress of the SIP and their input is gathered based on schoolwide student performance data and initiatives'. At the first SAC meeting, stakeholders are asked for their input regarding the development of this years' SIP based on student data and the areas of focus of last year's SIP. Then throughout the school year, faculty/staff and the SAC committee provide input and feedback based on student performance data and schoolwide initiatives'.

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))

The School Improvement Plan (SIP) will be regularly monitored for effective implementation through classroom walkthroughs, data chats, teacher conferencing/feedback, and professional development. The SIP will be reviewed monthly with all stakeholders with updates regarding the implementation of the SIP action steps and Areas of Focus. Members will be asked for their input for effectiveness of implementation based on student performance data from FAST and iReady. Adjustments will be made to the SIP based on student performance data as needed.

Demographic Data	
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	26%
2022-23 Economically Disadvantaged (FRL) Rate	27%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	3	4	6	3	5	4	0	0	25
One or more suspensions	0	2	1	4	5	5	5	0	0	22
Course failure in English Language Arts (ELA)	0	0	0	0	0	1	0	0	0	1
Course failure in Math	0	0	0	0	1	0	2	0	0	3
Level 1 on statewide ELA assessment	0	0	0	1	7	7	4	0	0	19
Level 1 on statewide Math assessment	0	0	0	0	1	8	9	0	0	18
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	0	0	0	2	5	5	0	0	12

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	3	2	0	1	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	10	7	9	11	7	9	6	0	0	59
One or more suspensions	0	1	1	2	2	1	4	0	0	11
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	0	3	4	2	0	0	9
Level 1 on statewide Math assessment	0	0	0	0	8	7	3	0	0	18
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	0	1	1	0	0	0	0	0	0	2

The number of students identified retained:

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

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	10	7	9	11	7	9	6	0	0	59
One or more suspensions	0	1	1	2	2	1	4	0	0	11
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	0	3	4	2	0	0	9
Level 1 on statewide Math assessment	0	0	0	0	8	7	3	0	0	18
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	0	1	1	0	0	0	0	0	0	2

The number of students identified retained:

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

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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	84	61	56	71	62	57
ELA Learning Gains	84	63	61	65	60	58
ELA Lowest 25th Percentile	81	54	52	42	57	53
Math Achievement*	79	60	60	81	63	63
Math Learning Gains	79	64	64	81	65	62
Math Lowest 25th Percentile	74	55	55	64	53	51

Accountability Component	2022			2019		
	School	District	State	School	District	State
Science Achievement*	81	56	51	74	57	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress						

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)	N/A
OVERALL Federal Index – All Students	80
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	562
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	58			
ELL				
AMI				
ASN				

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%
BLK	75			
HSP	74			
MUL	90			
PAC				
WHT	80			
FRL	73			

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)

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	84	84	81	79	79	74	81					
SWD	46	69	63	49	65	53						
ELL												
AMI												
ASN												
BLK	83			67								
HSP	76	80		64	75							
MUL	100			80								
PAC												
WHT	84	82	77	81	78	75	83					
FRL	75	78	81	63	72	83	62					

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	79	78	59	79	88	79	50					
SWD	50	58	46	50	75	73	29					
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	69			46								
HSP	81	85		81	100		40					
MUL	90			90								
PAC												
WHT	78	77	56	79	88	76	53					
FRL	70	63		63	79		47					

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	71	65	42	81	81	64	74					
SWD	36	52	50	50	59	60	33					
ELL												
AMI												
ASN												
BLK	50			42								
HSP	67	59		70	100							
MUL	88			94								
PAC												
WHT	72	65	39	83	78	57	75					
FRL	50	51	47	67	68	54	57					

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	88%	59%	29%	54%	34%
04	2023 - Spring	83%	61%	22%	58%	25%
06	2023 - Spring	81%	61%	20%	47%	34%
03	2023 - Spring	72%	56%	16%	50%	22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	90%	67%	23%	54%	36%
07	2023 - Spring	*	58%	*	48%	*
03	2023 - Spring	77%	60%	17%	59%	18%
04	2023 - Spring	71%	61%	10%	61%	10%
05	2023 - Spring	81%	55%	26%	55%	26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	86%	57%	29%	51%	35%

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.

Fourth grade mathematics had the lowest performance with a decrease from 75% of students scoring at level 3 and above in 2022 to 71% earning a Level 3 and above in 2023, a decrease of 4 percentage points. This was the lowest proficiency and performance/data component in grades 3-6. In 2022-23, one fourth-grade teacher was in her first year of teaching at the elementary level, and resigned at the end of the first semester. This may have been one contributing factor, in addition to the adjustments that were required by all faculty in order to implement new BEST math benchmarks (standards), along with a new math curriculum.

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

Third grade ELA had the greatest decline from the prior school year, decreasing from 79% scoring a level 3 and above to 72% percent scoring a level 3 and above, a change of 7 percentage points. One

factor may have been that this is the first high-stakes assessment that third-grade students take, as well as a significant number of students with disabilities in the grade level. Our SWD group made significant gains from PM1 to PM3, but not all reached proficiency.

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.

All data components were above the state average in all content areas.

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, increasing from 61% scoring a Level 3 and above in 2022 to 77% scoring a Level 3 and above in 2023, an increase of 16 percentage points. The school's assigned district math coach met with grade levels to collaborate and plan using the district's pacing and sequencing guides, along with the new district-adopted curriculum. They also reviewed and analyzed student data in order to make adjustments to Tier 1 instruction and small-group math instruction.

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

Two potential areas of concern are the number of students scoring a Level 1 in both ELA and Math in grades 3-6. Nineteen (19) students scored a Level 1 in ELA and 18 students scored a Level 1 in Math. These students have already been identified and are in Tier II or Tier III intervention groups.

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

1. ELA Proficiency across all grade levels with a focus on writing.
2. Math Small-Group Instruction with a focus on non-departmentalized grade levels.
3. Positive Culture and Environment with a focus on building relationships through the continuation of Restorative
Practices.

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

#1. Instructional Practice specifically relating to ELA

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

Holland will continue to implement writing across the curriculum/writing to raise achievement as the professional practice goal of our 2023-2024 School Improvement Plan. Writing across the curriculum/ writing to raise achievement is a researched-based practice that has been proven to increase students' critical thinking skills, helping prepare them for the expectations of the workforce. John Hattie and Max Thompson's research indicate that writing to raise achievement have a significant effect size (.82) on student performance. An effect size higher than .4 is considered to be above average with writing having an effect size of .46. Holland's Schoolwide Writing Plan in conjunction with the writing expectations in the adopted ELA programs and BEST standards will be a focus of professional development and our school improvement process in order to accelerate learning, as well as providing students with rigorous writing tasks in response to reading.

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

In writing, with FAST Writing scores being reported separately from FAST ELA, seventy percent of Holland students in Grades 4, 5, and 6 will meet the Scale Cut Score outlined by the Florida Department of Education as follows: Grade 4 - Scale Score of 220, Grade 5 - Scale Score of 218, and Grade 6 - Scale Score of 220.

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

The literacy leadership team will monitor and review student performance data based off of the district writing assessments with grade-level teams at data meetings and/or faculty meetings. Administration and the literacy coach will conduct classroom walkthroughs with a focus on writing instruction and provide feedback to teachers based off of the walkthrough tool in data meetings and/or faculty meetings.

Person responsible for monitoring outcome:

Tonya Smith (smith.tonya@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.)

Writing across the curriculum/to raise achievement and implementation of Holland's Writing Plan, with an update for FAST writing expectations is the ELA evidence-based intervention. We will also continue with data-driven and standards-based instruction in ELA along with providing timely, specific feedback to students (self-assess learners), through student data chats and feedback on student writing through student conferences.

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

In order to meet the expectations of the new FAST Writing Assessment, writing continues to be a Focus Area.
Learning to write, and write well, has a number of benefits. It is a crucial life skill that not only helps students to succeed in school, but it's also vital to success in the "real" world. Writing studies have shown that writing helps boost student achievement across the board because it actively engages children. Writing helps to reinforce the knowledge in the brain and activates neurons. Writing to Inform and Writing to Learn have been proven to be one of the strongest influences on increasing students' reading levels. Most importantly, preparing students for the workforce where they will be expected to write coherent,

intelligent content is priority. Writing Programs have a .46 effect size and writing to raise achievement has a .82, according to John Hattie/McREL research.

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.

Literacy Coach:
- Continue to build our Literacy Leadership Team who has formulated
a school-wide writing plan and writing plan binder, that includes common
planning items, common terminology/language, updated rubrics, and
more.
- Provide grade level teams half-day planning with the Literacy Coach to
include writing planning.
- Provide Instructional Strategies for Writing to each teacher that will be
utilized throughout the school year.
- Instruct students on how to revise and edit an analyzed writing prompt
through paper based and computer-based writing.
- Conduct mock writing assessments via both paper-based and CBT
for scoring opportunities.
- Provide feedback and coaching to teachers and students, to include
individual student conferences.

Person Responsible: Tonya Smith (smith.tonya@brevardschools.org)

By When: This action will be on going throughout the year prior to the FAST writing assessment in April 2024.

Assistant Principal:
- Organize professional development by district writing content specialist.
- Organize professional development by a district lead mentor on student
feedback.
- Conduct classroom walkthroughs with a focus on writing.
- Organize professional development based on classroom walkthroughs
and student performance data.
- Provide teachers the opportunity to review student writing samples and
team scoring across grade levels.

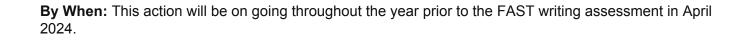**Person Responsible:** Stacy Cirino (cirino.stacy@brevardschools.org)

By When: The first early release professional development day, and ongoing throughout the school year as needed, prior to the FAST writing assessment.

Teacher Leader:
- Update Holland's writing plan and binders.
- Train faculty on the updated Holland writing plan.
- Monitor progress of the implementation of Holland's writing plan.
- Provide ongoing professional development on the Holland writing plan
and FAST writing rubrics.

Person Responsible: Jennifer Hodge (hodge.jennifer@brevardschools.org)

By When: This action will be on going throughout the year prior to the FAST writing assessment in April 2024.

#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.

Although proficiency levels for students in mathematics increased to 80%, an increase of 1 percentage point, small-group mathematics instruction will continue to be implemented with fidelity. With the support of Holland's shared district mathematics coach, she will conduct professional development throughout the school year, conduct walkthroughs, and provide individual feedback to teachers. She will also provide support for a strong continuation of implementation of the districts mathematics curriculum, Reveal and EdGems.

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

In mathematics, an overall increase of students scoring Level 3 and above from 80% to 85%, a 5 percentage point increase. With learning gains being added back this school year, the goal is that 90% of students make learning gains.

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

Administration and teachers will monitor student performance data through FAST, i-Ready, and the district math quarterly assessments to ensure students are mastering grade-level benchmarks. Administration and the district's shared mathematics coach will conduct classroom walkthroughs with a focus on small-group instruction and intervention. A standard walkthrough tool will be utilized to provide specific feedback to teachers.

Person responsible for monitoring outcome:

Stacy Cirino (cirino.stacy@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.)

Small-group mathematics instruction will continue to be implemented with fidelity this school year across all grade levels.

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

John Hattie found that small-group instruction has an effect size of .47, making it an effective practice. Small-group instruction will allow teachers to provide rigorous, grade-level instruction in small groups in order to close any learning gaps in mathematics. While being able to provide specific student feedback in their mathematical thinking and learning.

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.

Assistant Principal:
- Organize professional development with the school's shared district mathematics coach with a focus on small-group instruction, the district's mathematical instructional agreements and the B1G-M.
- Provide vertical planning and observations of colleagues for teachers, to include involving ESE teachers.
- Conduct bi-weekly mathematics classroom walkthroughs, to include ESE resource teachers, and provide actionable feedback to faculty.
- Monitor utilization of academic vocabulary and student discourse during classroom walkthroughs.
- Monitor mathematics performance on FAST PM1, PM2, i-Ready D1, D2, and district quarterly assessments.
- Discuss interventions and/or changes in practices as a result of student performance data.
- Organize Afterschool Academic Support.

Person Responsible: Stacy Cirino (cirino.stacy@brevardschools.org)

By When: Monthly and/or as needed prior to FAST in May 2024.

District Instructional Mathematics Coach:
- Provide professional development during pre-planning with a focus on the district's mathematic instructional agreements, and the B1G-M.
- Provide professional development on small-group instruction as needed based on classroom walkthrough data.
- Provide feedback to teachers as needed based on classroom walkthrough data.
- Provide continued support with the implementation of the district's adopted curriculum programs, Reveal and EdGems.

Person Responsible: Debra Gibbs (gibbs.debra@brevardschools.org)

By When: The first early release professional development day, and ongoing throughout the school year as needed.

#3. 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.

On the 2023 Youth Truth Survey, Relationships was the lowest key rating, falling in the 18th percentile ranking. In alignment with the BPS Strategic Plan, Goal 1, Objective 3, provide equitable supports in a safe learning
environment for every student's social, emotional, and behavioral development, Holland will continue to broaden it's implementation of Restorative Practices across all grade levels. The "Bee the Change" Character Campaign and monthly award ceremonies will continue in all grades.

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

In the key rating of Relationships, Holland students will increase their percentile ranking of 18th to no less than the 50th percentile.

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

This Area of Focus will be monitored through quarterly student surveys.

Person responsible for monitoring outcome:

Stacy Cirino (cirino.stacy@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 evidence based intervention being implemented is the continuation of Restorative Practices across all grade levels.

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

Restorative Practices helps to improve and repair relationships between people, while fostering healthy relationships. One of the 5 "R's" in Restorative Practices is focusing on relationships. Educators play a significant role in maintaining a school community that models respectful, trusting, and caring relationships. According to John Hattie/McREL research, when students feel disliked, it has a negative .19 effective size in their learning.

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.

Guidance Counselor:
- Conduct quarterly schoolwide student surveys regarding relationships.
- Provide professional development on Restorative Practices/Morning
Meeting/Circles.

- Provide mentoring and social skills groups for students in need, with a
focus on our foster students.

Person Responsible: Alina Burns (burns.alina@brevardschools.org)

By When: The end of each quarter. Preplanning professional development and on going throughout the school year (2023-2024).

Principal:
- Continuation of implementation of daily/weekly Morning Meetings/Circles
in the classroom.
- Continue the school wide Kindness Campaign throughout the school year
(2023-2024).
- Monthly Citizenship Awards
- Monthly Morning Announcements of Student Recognition
- Provide professional development on student military support.

Person Responsible: Samantha Alison (alison.samantha@brevardschools.org)

By When: On going throughout the school year (2032-2024).