

Brevard Public Schools

Saturn Elementary School



2020-21 Schoolwide Improvement Plan

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Saturn Elementary School

880 N RANGE RD, Cocoa, FL 32926

<http://www.saturn.brevard.k12.fl.us>

Demographics

Principal: Kori Hurst L

Start Date for this Principal: 1/6/2020

2019-20 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (48%) 2017-18: C (52%) 2016-17: B (57%) 2015-16: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part 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 2020)

Provide the school's vision statement

To empower productive lifelong learners. (Developed by stakeholders August 2020)

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Hurst, Kori	Principal	<p>The principal will provide the vision and direction for the school through a shared leadership model, that includes discussion and collaboration with all of the stakeholders. She will communicate the school wide expectations for instruction in all academic areas and support implementation of effective instructional strategies by observing, providing specific actionable feedback and coaching to teachers, ensuring that Tier 1 instruction is being implemented with fidelity consistently across grade levels, ensuring adequate and professional development to support Tier 1 for both reading and math and Tier 2 and 3 intervention for reading, and communicating with parents regarding school-based instructional plans and activities.</p>
Vest, Shaun	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. He will communicate and lead professional development related to the "Vision of Excellent Instruction" school wide expectations for instruction in all academic areas and support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, and communicating with parents regarding school-based discipline plan and activities. Maintain high visibility within all areas of the campus and in all classrooms. Assist teachers in organizing classrooms for effective teaching. Develop and manage positive behavior support systems and collaborate with principal, teachers and families. The ability to work cooperatively and collaboratively with staff members, parents, students and the public. Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. Provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. Provide professional development for teachers through related to developing a strong classroom culture, effective expectations and procedures to allow to effect classroom management. Establish individual and/or group instructional coaching and mentoring to teachers to improve classroom management for all learners. Responsible for timely and accurate information they maintain and disseminate as part of their job responsibilities including district and state assessments, student attendance and other duties as assigned by the principal.</p>
Gahres, Cathy	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 "Vision of Excellent Instruction" school wide expectations for instruction in all academic areas and support implementation of effective instructional strategies by observing, providing</p>

Name	Title	Job Duties and Responsibilities
		<p>actionable feedback and coaching to teachers, and communicating with parents regarding school-based discipline plan and activities. Maintain high visibility within all areas of the campus and in all classrooms. Assist teachers in organizing classrooms for effective teaching. Develop and manage positive behavior support systems and collaborate with principal, teachers and families. The ability to work cooperatively and collaboratively with staff members, parents, students and the public. Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. Provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. Provide professional development for teachers through related to developing a strong classroom culture, effective expectations and procedures to allow to effect classroom management. Establish individual and/or group instructional coaching and mentoring to teachers to improve classroom management for all learners. Responsible for timely and accurate information they maintain and disseminate as part of their job responsibilities including district and state assessments, student attendance and other duties as assigned by the principal.</p>
<p>Araguez, Jane</p>	<p>Instructional Coach</p>	<p>Develop and manage Title I plan and collaborate with school administration, teachers and families. The ability to work cooperatively and collaboratively with staff members, parents, students and the public. Provide information to the principal regarding teacher effectiveness in classroom instruction. Provide professional development for teachers and Title I instructional assistants related to the resources being used for intervention. Provide individual and/or group instructional coaching and mentoring to teachers to improve classroom instruction for all learners. Observe classroom practices, plan staff development with Principal, ensure all curriculum materials are provided and staff trained on use. Monitors data and develop targeted interventions for students.</p>
<p>Rossiello, Lisa</p>	<p>Instructional Coach</p>	<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 research based instructional strategies to close achievement gaps. Provide professional development for teachers through modeling engaging, standards-based teaching as needed. Provide individual</p>

Name	Title	Job Duties and Responsibilities
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and/or group instructional coaching and mentoring to teachers to improve classroom instruction for all learners.

Cox, Audrey	Guidance Counselor	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.
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Roberts-tiflati, Tara	Guidance Counselor	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.
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Demographic Information

Principal start date

Monday 1/6/2020, Kori Hurst L

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

61

Demographic Data

2020-21 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (48%) 2017-18: C (52%) 2016-17: B (57%) 2015-16: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	99	119	102	93	93	109	84	0	0	0	0	0	0	699
Attendance below 90 percent	11	36	22	29	18	30	18	0	0	0	0	0	0	164
One or more suspensions	2	6	3	10	12	12	10	0	0	0	0	0	0	55
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	20	24	0	0	0	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	28	28	0	0	0	0	0	0	62

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	2	2	5	11	24	24	0	0	0	0	0	0	70

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year		8	16	3	3	1	0	1	0	0	0	0	0	32
Students retained two or more times		0	0	0	0	1	4	5	0	0	0	0	0	10

Date this data was collected or last updated

Wednesday 9/16/2020

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	135	114	96	120	101	110	107	0	0	0	0	0	0	783
Attendance below 90 percent	74	51	47	42	45	46	58	0	0	0	0	0	0	363
One or more suspensions	7	4	5	7	12	11	9	0	0	0	0	0	0	55
Course failure in ELA or Math	0	0	0	10	5	9	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	32	23	30	23	0	0	0	0	0	0	108

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	42	31	33	22	38	45	65	0	0	0	0	0	0	276

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	3	3	0	0	1	1	0	0	0	0	0	0	10
Students retained two or more times	0	0	1	7	8	3	4	0	0	0	0	0	0	23

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	135	114	96	120	101	110	107	0	0	0	0	0	0	783
Attendance below 90 percent	74	51	47	42	45	46	58	0	0	0	0	0	0	363
One or more suspensions	7	4	5	7	12	11	9	0	0	0	0	0	0	55
Course failure in ELA or Math	0	0	0	10	5	9	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	32	23	30	23	0	0	0	0	0	0	108

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	42	31	33	22	38	45	65	0	0	0	0	0	0	276

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	3	3	0	0	1	1	0	0	0	0	0	0	10
Students retained two or more times	0	0	1	7	8	3	4	0	0	0	0	0	0	23

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	62%	57%	51%	60%	56%
ELA Learning Gains	51%	60%	58%	53%	54%	55%
ELA Lowest 25th Percentile	54%	57%	53%	50%	46%	48%
Math Achievement	49%	63%	63%	55%	62%	62%
Math Learning Gains	51%	65%	62%	55%	59%	59%
Math Lowest 25th Percentile	43%	53%	51%	52%	49%	47%
Science Achievement	44%	57%	53%	48%	57%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	64%	-20%	58%	-14%
	2018	45%	63%	-18%	57%	-12%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	42%	61%	-19%	58%	-16%
	2018	53%	57%	-4%	56%	-3%
Same Grade Comparison		-11%				
Cohort Comparison		-3%				
05	2019	50%	60%	-10%	56%	-6%
	2018	50%	54%	-4%	55%	-5%
Same Grade Comparison		0%				
Cohort Comparison		-3%				
06	2019	46%	60%	-14%	54%	-8%
	2018	49%	63%	-14%	52%	-3%
Same Grade Comparison		-3%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	61%	-16%	62%	-17%
	2018	49%	62%	-13%	62%	-13%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	47%	64%	-17%	64%	-17%
	2018	61%	59%	2%	62%	-1%
Same Grade Comparison		-14%				
Cohort Comparison		-2%				
05	2019	49%	60%	-11%	60%	-11%
	2018	49%	58%	-9%	61%	-12%
Same Grade Comparison		0%				
Cohort Comparison		-12%				
06	2019	53%	67%	-14%	55%	-2%
	2018	57%	68%	-11%	52%	5%
Same Grade Comparison		-4%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	42%	56%	-14%	53%	-11%
	2018	44%	57%	-13%	55%	-11%
Same Grade Comparison		-2%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	30	41	39	30	41	39	27				
ELL	28	60	60	39	47						
BLK	37	48	41	41	46	39	33				
HSP	42	59	58	57	58		35				
MUL	48	44		46	48		54				
WHT	55	54	68	56	55	48	61				
FRL	43	48	52	44	48	42	37				

2018 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	35	48	50	28	47	48	37				
ELL	19	64		38	55						

2018 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
BLK	39	42	42	46	53	55	35				
HSP	47	66	64	64	59						
MUL	52	58		62	59		53				
WHT	59	57	43	57	55	50	53				
FRL	47	51	47	54	55	53	45				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41

Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance for Saturn was in the area of ELA achievement. According to the iReady ELA diagnostic results currently 33% of first through sixth grade students are at risk for Tier 3, 47% of the same students are Tier 2 while only 20% of the students are on grade level. At risk by grade level in ELA Tier 3: 1st grade (5%), second (44%), third (44%), fourth (25%), fifth (38%) and sixth grade (47%). The iReady Math diagnostic results currently indicate 39% of first through sixth grade students are at risk for Tier 3, 57% of the same students are Tier 2 while only 9% of student are on grade level. At risk by grade level in Math Tier 3: 1st grade (14%), second (46%), third (56%), fourth (42%), fifth (43%) and sixth grade (41%). These gaps in instruction are related to eLearning that took place in the Spring 2020 which did not allow for effective intervention and instruction on a daily basis with all students. At Saturn there was a lack of professional development related to data monitoring and discussion, planning for core instruction, and intervention to improve student proficiency.

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

The data component that showed the greatest decline for the prior years is Math lowest 25% (-9), Math Achievement (-6) and ELA Achievement (-5); there were decreases in all achievement areas. There was an academic decline across all tested subject areas resulting in the appointment of a new principal in January 2020. There was limited evidence that coaching related to planning for instruction was in place because coaches were frequently used for duty coverage. Title I teachers and assistants needed for intervention services related to Tier 2 and 3 services were covering other duties and discipline. In August through December 2019 the district insight review team gave Saturn specific concerns to address to improve instruction; however, those for instructional coaching did not happen due to a principal vacancy.

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

The component that had the greatest gap when compared to the state average is Math achievement with a difference of 14% and ELA achievement with an 11% difference. Math achievement broken down by grade level 3rd grade (-16%), 4th grade (-17%), 5th grade (-11%), 6th grade (-14%) in comparison to the state. ELA achievement data by grade level 3rd grade (-20%), 4th grade (-19%), 5th grade (-10%), 6th grade (-14%) in comparison to the state. In January additional coaching related to planning and the need for small group instruction was implemented in all grade levels. The lack of school wide professional development related to data monitoring, discussion and planning for intervention to improve student proficiency were contributing factors.

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

The component that showed the most improvement is in the area of ELA lowest 25%. We increased 4 percentage points in learning gains for our Lowest 25%. Contributing factors included adjusting teachers in third grade and implementing strong team planning for ELA. Our overall math scores are declining but when looking at more detailed data by teachers the teachers who implemented Eureka with fidelity showed increased proficiency rates. All teachers need to implement Eureka with fidelity to show growth in this area.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The greatest areas of concern for the EWS data are attendance below 90% in grades first (30), second (22), third (29) and fifth (30). Retention of students in kindergarten and first grade currently in the building are 21 students. During the 2019-20 school year, 15 or more students were retained in kindergarten and first grades which demonstrated a Tier 1 concern in two different classrooms. Level 1s on the 2019 FSA in grades 3-6 increased from previous year by eight more students for a total of 116 students at Level 1 in reading and math.

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

1. ELA Achievement
2. Math Achievement
- 3.

The Youth Truth Survey 2020 reported that 59% of students feel safe at school and 58% of students feel safe in the hallway. Based on their perceptions of behaviors and school policies related to safety we are implementing a buddy system in the hallways to ensure student feel safe in the hallways. Saturn will continue to focus on school safety as a priority, therefore, Saturn's SEOP plan will be regularly discussed, updated, and implemented. (People responsible for monitoring: Kori Hurst, Shaun Vest, Cathy Gahres, Jane Araguez, and Cpl. Chaney)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Student success in the area of Early Literacy is the foundation of future learning and success for all subgroups and is dependent on the educators and operational staff collaborating together to accomplish the goals. While the overall percent of students achievement in grades 3-6 decreased 5 percentage points from the previous school year, we still lag considerably behind the district and state in ELA. With only 46% of our students proficient, there is a great need for continued focus on strong foundational reading instruction at all grade levels. Our ELL 28% proficient are demonstrating growth in ELA on average of 9% between 2018 to the 2019 school year, but our goal is proficiency for all students. Where Saturn shines is ensuring a learning gain of 51% for all students and 54% for our lowest 25th percentile. The teacher Insight Survey completed by teachers in January 2019 shows that leadership perceptions score overall of 3.4 related to the effectiveness of school leaders, including the vision they set for the school, the extent to which they communicate and follow through on clear goals and priorities, and whether they seek upward feedback from their teachers. It also provide insight that 47% of teachers feel that their school leaders articulate a clear overarching vision that drives priorities, goals and decision making within the school. During this same survey 34% of teachers believe that school leadership commits to a program or priority, they follow through. By pairing down and teaching with fidelity with resources provided our Tier 1 instruction and intervention will improve. The Youth Truth Survey 2020 completed by 3rd through 6th grade students feel that academic rigor (2.40) and Engagement (2.78) are below district and state averages.

Measureable Outcome: Saturn will increase ELA achievement by 15% from 46% to 61% for all students measured by FSA by the end of the 2020-2021 school year. Also, 80% of students at each grade level will meet the typical growth on iReady.

Person responsible for monitoring outcome: Kori Hurst (hurst.kori@brevardschools.org)

Evidence-based Strategy: Teams will use provided data from iReady, Leveled Literacy Intervention, Level Literacy Libraries, 95% Group, Write Score, and small group instruction to determine at-risk students, clearly identify problem/target skill instruction, create intervention groups, and respond to student needs.

Rationale for Evidence-based Strategy: Multi-tiered systems of supports are proven, research-based strategies, and a district initiative dedicated to proactively identify students in need of interventions inside and outside the 90 minute ELA block. By proactively identifying students in need of intensive interventions, supports can be put in place to close achievement gaps in their foundational knowledge, skills, and/ or behavior; therefore allowing them to master grade level standards.

Action Steps to Implement

1. Provide professional development in small group instruction through the use of the MTSS framework, iReady, and Fountas and Pinnell Classroom Guided Reading Libraries. (Title I)
2. Look at individual scores of Level 1 and 2 students to determine specific needs for differentiated instructional and intervention needs.
3. Plan using the Enhance Standards Focus Document 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. eLearners received the necessary instructional supports through parent pick or home delivery.

4. Implement a school based plan related to iReady Standards Mastery for grade 2-6 to include data discussion at grade level meeting and planning for reteaching for those who have not met mastery. A like model is being used in grades K-1 to address priority standards.
5. Provide teachers with necessary resources and materials to implement and execute intervention and differentiated instruction to include: Curriculum & Associates Language Arts Florida Standards (LAFS), Write Score, Fountas and Pinnell Guided Reading Classroom, Heinemann Leveled Literacy Intervention Kits, PASI 95%, Reading Counts, and Star Fall (Title I)
6. 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)
7. Hire three Title I teachers and five instructional assistants to provide instruction and to support Tier 2 and 3 instruction for grade K-6. (Title I)
8. Implementation of bi-weekly data meetings to track and monitor student progress in academics, behavior and attendance.
- 9.Track data for all subgroups, including Students with Disabilities, Black, English Language Learners, Hispanic and utilize ESE and ESOL strategies to improve student performance. (ESGI assessment for Kindergarten)
10. 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)

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

The study of math includes algebraic thinking which starts in kindergarten and progressively develops throughout each year until a student reaches the Algebra I course. As educators we must do our part in ensure that our students leave elementary school ready for upper level mathematics. By making data driven decisions we are focused on effective instruction in Math and by using our research based math curriculum with fidelity we are guaranteed a viable math curriculum that yields standards aligned and rigorous instruction.

The overall percent of students proficient in grades 3-6, FSA 2019 decreased 6 percentage points from the previous school year, we are 14 percentage points behind the district and state in math. With 51% of our students proficient, there is a great need for continued focus on standards based math instruction at all grade levels. Our SWD at 30%, ELL at 39% and BLK at 41% proficient are demonstrating growth in math on average of 3% between 2018 to the 2019 school year, which is not enough of an accomplishment, but our goal is proficiency for all students. Saturn has many opportunities to close the mathematics achievement gap for all students.

Measureable Outcome:

Saturn will increase math achievement by 15% from 49% to 64% for all students and subgroups as measured by FSA and iReady by the end of the 2020-2021 school year. Also, 80% of students at each grade level will meet typical growth on iReady.

Person responsible for monitoring outcome:

Kori Hurst (hurst.kori@brevardschools.org)

Evidence-based Strategy:

Teams will use provided data from iReady, Eureka, 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.

Rationale for Evidence-based Strategy:

By taking ownership of the math standards it will provide clarity about the skills and knowledge that students must master at each grade level supporting a guaranteed and viable curriculum. Then as a team we can proactively identify students in need of small group skills instruction. These types of supports being put in place will be designed to close achievement gaps in their foundational knowledge and skills.

Action Steps to Implement

1. Guarantee all students receive Eureka instruction to include all required components as part of their Tier 1 instruction and e-learners receive the necessary instructional supports through parent pick or home delivery.
2. Plan to monitor effectiveness of instruction by conducting weekly classroom walk-throughs to eliminate below grade level learning tracks.
3. Teacher led differentiated data driven small group instruction to close skill gaps embedded within math block.
4. Increase parent involvement in mathematics through Partners in Progress (student led conferences) and virtual conferences.
5. Provide teachers with necessary professional development, resources and materials to implement high impact instruction such as Title I instructional assistants, Eureka for 6th grade, and FSA countdown materials. (Title I)

6. Create student data tracking system and implement bi-weekly data meetings to track and monitor student progress in math.
7. Hire one Title I teacher to provide instruction and to support Tier 2 and 3 instruction for grade K-6. (Title I)
8. 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 Kori Hurst (hurst.kori@brevardschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The ESSA Federal Index score for Students with Disabilities for Saturn currently is 35% and to meet the goal of 41% or higher achieving mastery we have restructured the ESE service model. We went from classroom teachers who are certified in ESE servicing all ESE students to Resources ESE push in services. Students are being held to a high standard and being provided their correct accommodations on a daily basis for all subject areas. This model is being duplicated to provide English Language Learners the same type of services.

Social and Emotional Learning (SEL) is how we as individuals acquire and apply our knowledge, attitudes and skills needed to manage our emotions. When students are not able to regulate or understand their emotions within the school setting it can be difficult for them to set and achieve positive goals, maintain positive relationships and make responsible decisions. Our mission at Saturn is to provide a safe and supportive community where ALL will achieve personal growth. To establish a strong school culture and climate we are implementing small social skills groups for selected students and daily SEL time for all students using research-based curriculum Sanford Harmony and classroom carpet spaces in primary grades. Our school based social worker, (provided by Lifetime Counseling) and guidance counselors work alongside of parents, students, and teachers to ensure that the social emotional needs of students are being addressed. Social emotional learning often times comes before academic learning for some students. Social emotional wellness is the foundation on which children develop and learn. The Youth Truth Survey 2020 reported that 8% of students behave well in your class. The teacher Insight Survey recorded a low 2.2 in Learning Environment. These low perceptions related to the inconsistency of expectations and consequences for student conduct, as well as leadership support in maintaining a productive learning environment. This is a direct result of no clear expectations being established for students. Our school-wide expectations modeled after Positive Behavior Intervention Support (PBIS) are the foundation of the Tier 1 plan for students school wide. It also works hand in hand with SEL and students before or during students transition to Tier 2 or 3 for behavior. The focus being on meeting the needs of the whole child to allow for academic success. During this school year, we will also be working as a school team to determine if there is a correlation between our students who arrive late to school or have attendance less than 90% and the need for social emotional support. Our goal will be to put structures in place to support the students and their families. (People responsible for monitoring: Audrey Cox, Tara Robert-Tiflati, Shaun Vest, Cathy Gahres and Patricia DelManazano)

Saturn's goal for this school year also includes the need for high impact instruction in ELA, Math and Science. It is evident in the parent survey that 73% would like more support with academic materials that they can use to support learning at home (Title I). The Youth Truth Survey 2020 completed by 3rd through 6th grade students indicates that academic rigor (2.40) and Engagement (2.78) are below district and state averages. Teachers will utilize PlanBook and PlanBook EDU to develop and share lesson plans for all teachers. We need to ensure a guaranteed, viable and focused curriculum for all students even in science. When the majority of the standards assessed on the Science FSA in 5th grade are standards taught in previously grade levels we must be accountable to science instruction across all grade levels. To support teachers in science instruction the district has developed a science website and along with Cplams with detailed lesson plans that are ready to go for K-6 teachers. As a school we are committed to funding the resources needed to implement quality science instruction in all classrooms to include Brain Pop, fourth grade field trips to the Indian River Lagoon, Science Fair Manuals, and Circles (Title I). Our goal is to

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

As a part of our 2020 Parent Survey (171 of 851 responses), 45% of families want more information about school issues to be address and 45% of families want convenient meeting times. Since March 2020, the virtual meetings have been more well attended so we will maintain a virtual model open to all families who cannot be present in our school building. Our stakeholders play a key role in school performance and addressing equity. Our teachers, staff, parents, community members and School Advisory Council members were critical this school year in formulating a new statement of vision, mission, expectations, goals, and employing school improvement strategies at Saturn. During preplanning, virtual meet and greet, September 2020 SAC and virtual open house we outlined, prepared and sought feedback on our vision, mission and school wide expectations.

According to the 2020 Parent Survey (171 of 851 responses), 73% of families want more academic support materials to use at home with their children which will be addressed through PFEP and the below listed activities and supports. The initial invitation for family involvement will be made at our virtual Meet and Greet family event during pre-planning. At this time the families will be invited onto campus to meet their teachers, ask questions, take a virtual tour of the campus, and familiarize themselves with the Saturn staff. This was also used as a means to build a relationship between the parents and teachers. At the Annual Title 1 Meeting in September 2020, parents will be informed about the Title 1 programs and how the programs pertain to their child along with ways they can support their child's education.

The school has scheduled virtual Partners in Progress conferences to be held twice per year. However, the parents and teachers may request a conference throughout the year to discuss student progress. Partners in Progress conferences will be a student-led conference model, allowing parents, students, and teachers to collaborate with student achievement data to set goals and monitor student achievement.

The School Advisory Council (SAC), composed of teachers, parents, and community members, will meet monthly to provide input on the development, implementation, and evaluation of the school's Title 1 Plan, Title 1 Parent and Family Engagement Plan (PFEP), School-Parent-Student Compact for Learning and the School Improvement Plan (SIP).

Saturn hosts many family involvement events each year to build and maintain a partnership with our families. These include academic events such as Literacy Night, Science Fair Kick-off Night. Open House, Partners in Progress Conferences. Saturn will also build positive family

relationships through Learning Celebrations, grade level parent events, Dad's Breakfast, Muffins for Mom, and Grandparent's Breakfast. According to our Parent Survey 2020 (171 of 851 responses), the best way for us to get important information regarding school events and/or their child's progress from the school is through text (72%), email (63%) and letter/flyers (60%). Parents will also be engaged utilizing various communication strategies, such as Blackboard Connect emails and text messages, monthly newsletters, Peachjar, Class Dojo, school website, and Facebook.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.