W. Melbourne Elementary School For Science

2022-23 Schoolwide Improvement Plan

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W. Melbourne Elementary School For Science

2255 MEADOWLANE AVE, West Melbourne, FL 32904

http://www.wmelbourne.brevard.k12.fl.us

Demographics

Principal: Theresa Benson

Start Date for this Principal: 7/3/2019

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (77%) 2020-21: (80%) 2018-19: A (78%) 2017-18: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

> * 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.

The mission of our faculty and staff at West Melbourne Elementary and our Shooting Star community is to invest in every child, every day and in every way to promote success for ALL.

Provide the school's vision statement.

At West Melbourne Elementary, we are dedicated to create strong readers, writers, mathematicians and scientists, while integrating technology to conquer the challenges of the world of tomorrow.

School Leadership Team

Membership
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.**:**

Name	Position Title	Job Duties and Responsibilities	
Benson, Theresa	Principal		School Leadership Team, Supervision of Progress Monitoring, Facilitator of Data collection and discussions, ESSA subgroup data, MTSS Team member, instructional leader of Professional Development
Rouse, Kelly	Assistant Principal		Discipline Data and Intervention, professional development, instructional coaching, subgroup data monitoring, MTSS Team member, school leadership team
Kane, Melissa	Instructional Coach		Instructional Coaching, professional development, school leadership team, data monitoring, intervention assistance and design, part of the MTSS team.
Mistretta, Cathy	Guidance Counselor		Serves the needs all of our students and families, professional development, school leadership team, data monitoring, ESOL contact, part of the MTSS team.
Henneman, Heather	Teacher, ESE		Serves the needs of our students with disabilities. Presents professional development, collaborates with school leadership team, monitors data, co-teaches with Gen. Ed and is a member of the MTSS Team

Demographic Information

Principal start date
Wednesday 7/3/2019, Theresa Benson

Number of teachers with a 2022 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.*
7

Number of teachers with a 2022 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
35

Total number of students enrolled at the school
552

Identify the number of instructional staff who left the school during the 2021-22 school year.
7

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	72	72	72	72	88	88	88	0	0	0	0	0	0	552
Attendance below 90 percent	7	4	4	7	3	1	1	0	0	0	0	0	0	27
One or more suspensions	0	0	1	0	2	0	0	0	0	0	0	0	0	3
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 2022 statewide FSA ELA assessment	0	0	0	0	6	5	1	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	8	6	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	0	0	0	1	2	0	0	0	0	0	0	0	0	3

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	1	2	4	1	0	0	0	0	0	0	8

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 8/22/2022

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	72	72	72	71	88	86	83	0	0	0	0	0	0	544
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	72	72	72	71	88	86	83	0	0	0	0	0	0	544
Attendance below 90 percent	0	1	1	2	6	4	2	0	0	0	0	0	0	16
One or more suspensions	0	0	1	0	0	0	1	0	0	0	0	0	0	2
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 FSA ELA assessment	0	0	0	0	1	1	2	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	4	1	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	85%	61%	56%	86%			88%	62%	57%
ELA Learning Gains	82%	63%	61%	72%			73%	60%	58%
ELA Lowest 25th Percentile	69%	54%	52%	63%			65%	57%	53%
Math Achievement	85%	60%	60%	88%			84%	63%	63%
Math Learning Gains	73%	64%	64%	84%			73%	65%	62%
Math Lowest 25th Percentile	59%	55%	55%	83%			69%	53%	51%
Science Achievement	86%	56%	51%	81%			92%	57%	53%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	61	60	55	61	50	50					
ELL	80	74		80	65						
ASN	95	94		90	81		93				
BLK	75	92		69	75						
HSP	94	91		86	74	50	92				
MUL	92	85		88	80						
WHT	81	77	63	84	69	62	80				
FRL	83	80	75	78	59	42	80				
2021 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 2019-20	C & C Accel 2019-20
SWD	65			65							
ELL	72	81		79	86		82				
ASN	89	81		93	80						
BLK	77			77							
HSP	91	75		93	96		100				
MUL	91			91							
WHT	84	67	61	85	85	82	80				
FRL	77	71	58	81	76		86				
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 2017-18	C & C Accel 2017-18
SWD	56	37	42	54	63	67					
ELL	82	78		90	75		83				
ASN	88	83		90	72	80	73				
BLK	78	60		61	67						
HSP	91	71	64	87	76		100				
MUL	94	73		83	73						
WHT	87	71	63	85	73	68	94				
FRL	89	76		82	68	69	100				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	609
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	74
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	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	78
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	81
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	86
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	74
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	71
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

WMSS is in the top five in the district with proficiency rates at an average of 77% on the 2022 spring FSA. This is a great achievement. However, in diving deeper, we compared our FSA scores from 2021-2021 to 2021-2022. We noticed that our students in grade three through sixth had a 85% proficiency rate in both ELA and Math. In ELA we increased from 72% in to an 82% for learning gains in ELA but in math we decreased from 84% learning gains to 73%. At WMSS, we believe that ALL students should make a learning gain in all subject areas and therefore, this is our focus again for the 2022-2023 school year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

After analyzing our 2021-2022 FSA data and comparing it to our 2021-2022 FSA data in both ELA and math we at WMSS feel that our concentration and focus is that ALL students make a learning gain and would like to continue working on this.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One contributing factor is the loss of teachers throughout the school year. At the beginning of the school year we were fully staffed. In October 2021, we lost a second grade teacher. Fortunately, our instructional coach took over this class and supported these students for the remainder of the year. In November 2021, we lost a fifth grade teacher. Our Assistant Principal/MTSS facilitator took over this class until March 2021. In December 2021, we lost our ESE resource teacher and our instructional assistant/Assistant Principal took over this role with guidance for the remainder of the year. In February 2022, we lost our 6th grade science teacher and we had a full time sub cover this class we support from the instructional coach.

The action steps that WMSS administration and faculty will:

*continue address this need for improvement is ensuring that EVERY student is participating in a research based and vetted enrichment or intervention program every day during our Intervention block which we call our Success Zone. \

*Admin and teachers have analyzed data, targeted student needs through individual data chats, developed groups based on needs and strengths, and are providing research based lessons for interventions and/or enrichments to ensure all students are growing and making learning gains.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

WMSS is an A school again! On the 2022 FSA, students in grade four through six increased the percentage of students who made a learning gain in ELA from 72% to 82%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Success Zone was put in place (intervention block scheduled daily), high percentage of parent involvement, and research based interventions.

Our new focus is that all students will make a learning gain in both all reading and math and increase the percentage of student who score proficient or higher.

What strategies will need to be implemented in order to accelerate learning?

Due to staff shortages last year we were unable to implement the strategies to accelerate learning with fidelity. So this year we would like to implement the following: Monthly data chats to check student growth, monitor interventions and enrichments for effectiveness, weekly walkthroughs by admin, training on vetted research based programs, implementing MTSS with fidelity, training teachers how to analyze, understand, and provide next steps for students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will be provided:
*to help support teachers with planned vertical articulation with math and ELA teachers to discuss standard
focused alignment across all grade levels.

*Provide time to discuss the MTSS process and plan action steps to better help serve our ESE population
and the lowest 25% in at grade levels.

*We will also utilize the new math curriculum with fidelity and support teachers with the curriculum.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

At WMSS, we are ensuring that
*every classroom is implementing Zones of Regulation and Stanford Harmony with fidelity to meet the social emotional needs of every student.

*There is a block built in every grade levels master schedule to ensure time is allotted to teach positive social emotional skills. We are aware that students need additional support making sure they are in a safe place to learn and building positive relationships throughout the school.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	* WMSS performed in the top five in the district with overall proficiency rates of 77% at or above grade level. * Compared FSA scores from 2020-2021 to 2021-2022. Our 2021-2022 ELA FSA data showed 85% proficiency in grade 3 through 6. However, only 82% made a learning gain. In our lowest 25%, only 69% made a learning gain. This increased 6% Our 2021-2022 Math FSA data showed 85% proficiency in grade 3 through 6. However, only 73% made a learning gain. In our lowest 25%, only 59% made a learning gain. This decreased 24%
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	In 2022 - 2023 our school plans to achieve a learning gain for every student by identifying student needs through data chats, MTSS meetings, and implementing research based interventions/enrichments for all students in all grades.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	*MTSS team will meet every six weeks to review data and interventions and enrichments * Teachers have implemented an intervention/enrichment block into the master schedule * Weekly admin classroom walkthroughs to monitor the process *Admin will provide coaching, professional development, and resources to strengthen this area of focus.
Person responsible for monitoring outcome:	Theresa Benson (benson.theresa@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Aligning research based interventions and enrichments with purposeful planning and Ongoing Progressing Monitoring (OPM) Tools assessments, including 95% Phonological Awareness activities, Phonics Lesson Library, Vocab Surge Volume A, Vocab Surge Volume B, Comprehension toolkit (K-2 and 3-6), and other district approved resources. Intervention and enrichment implementation with the district decision tree has established clear expectations for students and teachers. Analyzing this data immediately after progress monitoring testing. Meeting every six weeks will allow teachers and the MTSS team to make decisions and create and adapt teacher lessons to immediately differentiate their instruction and support each and every student.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The interventions and enrichments being used has been vetted and endorsed by BPS. This system allows us to analyze our data to understand where our students are academically. It also helps us plan instructional support that is customized to each student, especially our SWD subgroup. It helps teachers and students monitor progress toward goals and improve instruction to meet students' diverse needs.

Action Steps to Implement

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

Teachers and the MTSS team will:
* meet every six weeks to discuss student progress with interventions and enrichments.
* analyze multiple pieces of data (including progress monitoring, i-ready instruction, Benchmark weekly and unit tests, and progress monitoring tools) to drive instruction. Based on the current needs, intervention and enrichment groups will be created and grouped based on current student needs.
* Groups will continue to change as students show a need for more support or mastery of content being taught.

Person Responsible   Kelly Rouse (rouse.kelly@brevardschools.org)

Administration will conduct walkthroughs during scheduled Success Zone time to ensure interventions and enrichments are happening every day with fidelity. Administration will make sure processes and procedures are in place to make sure every student is working on their level of need.

Person Responsible   Theresa Benson (benson.theresa@brevardschools.org)

Teachers will have support from the instructional coach. She will help implement and guide teachers with the research based interventions, enrichments, and progress monitoring tools. She will support teachers with the implementation process and ensure teacher have all materials needed.

Person Responsible   Melissa Kane (kane.melissa@brevardschools.org)

#2. 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 critical need from the data reviewed.	In the 2020 school year, our students with disabilities were our highest priority. This continues to be an area of focus for WMSS. The beginning of the 20-21 school year i-Ready diagnostic revealed the following information regarding SWD proficiency: In ELA, only 35% of our ESE students achieved proficiency or higher, which equates to 9 out of 26 students. In Math, 15% of our ESE students achieved proficiency or higher which equates to 4 students. The beginning of the 21-22 school year i-Ready diagnostic revealed the following information regarding SWD proficiency: In ELA, only 47% of our ESE students achieved proficiency or higher, which equates to 15 out of 32 students. At the end of the 21-22 school year i-Ready diagnostic revealed the following information regarding SWD proficiency: In ELA, only 29% of our ESE students achieved proficiency or higher, which equates to 10 out of 34 students. In Math, 24% of our ESE students achieved proficiency or higher which equates to 8 out of 34 students. On the 2021-2022 ELA FSA 53% of our ESE students were proficient with a level 3 or higher, which equates to 18 out of 34. 62% of these students made a learning gain. On the 2021-2022 Math FSA 50% of our ESE students were proficient with a level 3 or higher, which equates to 17 out of 34. 62% of these students made a learning gain.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA proficiency for SWD will increase from 53% to 75%. This would equate to 30 out of 40 students reaching at or above grade level. Math proficiency will increase from 50% to 75%. This would equate to 30 out of 40 students reaching at or above grade level. Along with targeted instruction and interventions, these increases will bridge the learning gaps in our ESE subgroup.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	*MTSS team will meet every six weeks to review data and interventions and enrichments * GenEd Teachers will work and plan with the ESE teacher and IA. We are moving towards a co-teach model * Weekly admin classroom walkthroughs to monitor the process *ESE teacher will coach and support GenEd teachers with IEPs, Accommodations, Data Collection, and research based interventions
Person responsible for monitoring outcome:	Theresa Benson (benson.theresa@brevardschools.org)
Evidence-based Strategy:	Aligning Standards with purposeful planning, benchmark/Reveal assessments, Saavas/Ed Gems assessments, i-Ready my path, and progress monitoring, will be

Describe the evidence-based strategy being implemented for this Area of Focus.	implemented and utilized schoolwide. iReady implementation with the instructional toolbox has established clear benchmarks for students and teachers. Analyzing this data immediately after diagnostic testing and progress monitoring. Online testing will allow teachers to make decisions and create teacher lessons to immediately differentiate their instruction and support each and every student.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	iReady has been vetted and endorsed by BPS. This system allows us to analyze our data to understand where our students are academically. It also helps us plan instructional support that is customized to each student, especially our SWD subgroup. It helps teachers and students monitor progress toward goals and improve instruction to meet students' diverse needs. Using the curriculum with fidelity will help students have aligned standards based instruction to prevent gaps from occurring.

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.

Instruction and Remediation from Gen. Ed. Teacher, ESE resource Teacher and ESE Teacher Assistant is inclusive and Support Facilitative Model is adopted. 2021 BPIE assessments will be reviewed and incorporated to align with this area of focus (i.e. Resource teacher and teacher assistant push in to classrooms to support inclusive best practices, ESE schedule is considered prior to the building of the Master Schedule). Students will receive scaffolded instruction during a dedicated intervention block based on need.

Person Responsible	Theresa Benson (benson.theresa@brevardschools.org)

Instructional Leadership will provide professional development and technical assistance to teachers so that students with disabilities have access to on-grade level instruction, curriculum resources, and the use of appropriate accommodations. Our MTSS Support Team will provide examples of research based interventions that teachers will use with students at these Tiered Levels

Person Responsible	Kelly Rouse (rouse.kelly@brevardschools.org)

All students will receive grade level instruction in Tier 1. Teachers will appropriately assign individual instruction in small groups, 45 minute instruction given from i-Ready MyPath, and customized activities found in the instructional toolbox. Through progress monitoring, teachers will collect data, analyze and presented to MTSS team to review growth and next steps. Students identified at the Tier 2 and Tier 3 instruction in Reading and Math will receive additional support in 4th through 6th grades in our Academic Support Program after school. ASP and ESSER Funds will be utilized in hiring teachers to support students two days a week.

Person Responsible	Melissa Kane (kane.melissa@brevardschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Due to the feedback we received from our Youth Truth Survey last year, we wanted to align our procedures in and out of the classroom with more positive and connected relationships with our students. Sanford Harmony is a proactive and positive approach to social emotional learning and a positive school relationships. Student responses revealed a lack of teacher and student relationships. Sanford Harmony is the district approved curriculum to support the social emotional needs of our students. Our teachers were re-trained during our 21-22 Pre-planning schedules with the SEL Team. In 22-23, teachers were introduced to Zones of Regulation. We are implementing this school wide so there is common language across the building. The team consisted of teachers across the school that have a passion for the message that SEL transcends. Through conversation with teachers, motivation of teachers and students was our number one focus. In focusing on Motivation, our plan is to build positive relationships, provide frequent positive feedback and motivate students to demonstrate their best behavior through modeling and high expectation.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The school engages families, students. and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction.

• Teachers communicate high expectations for all students. Teachers meet in PLCs weekly to routinely examine data to look for themes/patterns among student groups. This data and the following, discipline referrals or
incident reports, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of
students.

• Leaders demonstrate how those beliefs manifest in the school building. The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and, actively make themselves available to teachers and staff. The leadership team actively solicit staff feedback on school-wide procedures and create opportunities for teachers to assume leadership roles.

• A clear code of conduct for students and adults with input from students, families, and school personnel has been created.

SAC - The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate