

Brevard Public Schools

Mims Elementary School



2022-23 Schoolwide Improvement Plan

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Mims Elementary School

2582 US HIGHWAY 1, Mims, FL 32754

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

Demographics

Principal: Wesley Herold

Start Date for this Principal: 6/9/2021

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2020-21: (46%) 2018-19: C (41%) 2017-18: C (44%)
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	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.

The Mims Elementary family takes pride in providing opportunities for each member to reach their individual potential through knowledge, skills, and values in a respectful and safe learning environment.

Provide the school's vision statement.

To serve every student with excellence as the standard.

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
Herold, Wesley	Principal	School Leadership Team, progress monitoring, data collection, ESSA subgroup identification and collection, instructional coaching, professional development
Alfonso, Javier	Assistant Principal	discipline data and intervention, professional development, instructional coaching, subgroup data monitoring, school leadership team, testing coordinator
Moskovits, Melissa	Dean	data tracking for discipline, behavior intervention, PBIS team, school leadership team, professional development
Bissett, Samantha	Instructional Coach	data collection, Title 1 compliance, parent and family involvement, data monitoring, school leadership team, mentoring, instructional coaching, intervention design and development, intervention delivery.
Portz, Tracy	Attendance/Social Work	discipline data monitoring, PBIS documentation, parent and family involvement, school leadership team, mentoring, community involvement
Jackson, Tangela	Math Coach	instructional coaching, professional development, school leadership team, data monitoring, intervention design and monitoring
Hurley, Robin	Instructional Coach	instructional coaching, professional development, school leadership team, data monitoring, intervention design and monitoring

Demographic Information

Principal start date

Wednesday 6/9/2021, Wesley Herold

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.*

2

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.*

8

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

442

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

2

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

8

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	48	63	69	79	31	48	50	0	0	0	0	0	0	388
Attendance below 90 percent	10	9	19	10	7	8	11	0	0	0	0	0	0	74
One or more suspensions	0	4	4	6	4	4	18	0	0	0	0	0	0	40
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	11	4	7	19	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	8	10	24	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	0	0	0	11	4	7	19	0	0	0	0	0	0	41

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	2	1	3	8	7	7	23	0	0	0	0	0	0	51

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	2	7	5	11	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	0	0	2	0	0	0	0	0	0	3

Date this data was collected or last updated

Sunday 8/21/2022

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	52	72	73	48	45	46	56	0	0	0	0	0	0	392
Attendance below 90 percent	7	19	15	9	6	13	15	0	0	0	0	0	0	84
One or more suspensions	0	5	2	3	2	8	10	0	0	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	7	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	18	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	0	0	2	8	19	18	0	0	0	0	0	0	47
LEVEL 1 ON 2021 FSA ELA	0	0	0	2	8	19	18	0	0	0	0	0	0	47
LEVEL 1 ON 2021 FSA MATH	0	0	0	2	18	14	18	0	0	0	0	0	0	52

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	2	2	1	11	16	19	0	0	0	0	0	0	51

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	1	4	1	2	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	1	0	0	0	2	2	0	0	0	0	0	0	5

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	52	72	73	48	45	46	56	0	0	0	0	0	0	392
Attendance below 90 percent	7	19	15	9	6	13	15	0	0	0	0	0	0	84
One or more suspensions	0	5	2	3	2	8	10	0	0	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	7	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	18	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	0	0	2	8	19	18	0	0	0	0	0	0	47
LEVEL 1 ON 2021 FSA ELA	0	0	0	2	8	19	18	0	0	0	0	0	0	47
LEVEL 1 ON 2021 FSA MATH	0	0	0	2	18	14	18	0	0	0	0	0	0	52

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	2	2	1	11	16	19	0	0	0	0	0	0	51

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	1	4	1	2	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	1	0	0	0	2	2	0	0	0	0	0	0	5

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	46%	61%	56%	46%			41%	62%	57%
ELA Learning Gains	64%	63%	61%	51%			52%	60%	58%
ELA Lowest 25th Percentile	55%	54%	52%	43%			54%	57%	53%
Math Achievement	46%	60%	60%	41%			39%	63%	63%
Math Learning Gains	62%	64%	64%	50%			47%	65%	62%
Math Lowest 25th Percentile	43%	55%	55%	55%			33%	53%	51%
Science Achievement	25%	56%	51%	34%			24%	57%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	64%	-9%	58%	-3%
Cohort Comparison		0%				
04	2022					
	2019	51%	61%	-10%	58%	-7%
Cohort Comparison		-55%				
05	2022					
	2019	25%	60%	-35%	56%	-31%
Cohort Comparison		-51%				
06	2022					
	2019	29%	60%	-31%	54%	-25%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	35%	61%	-26%	62%	-27%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2022					
	2019	68%	64%	4%	64%	4%
Cohort Comparison		-35%				
05	2022					
	2019	20%	60%	-40%	60%	-40%
Cohort Comparison		-68%				
06	2022					
	2019	23%	67%	-44%	55%	-32%
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	25%	56%	-31%	53%	-28%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-25%				

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	17	50	50	23	48	44	9				
BLK	34	59	50	40	61	50	20				
HSP	38	45		42	73						
MUL	57	70		50	70						
WHT	51	68	65	49	60	38	22				
FRL	44	62	52	43	63	39	19				

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	19	35	45	17	63		36				
BLK	40	45		35	52	50					
HSP	38			31							
MUL	60										
WHT	49	52		44	53		41				
FRL	47	52	42	44	48	56	28				

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	14	36	43	18	38	32					
BLK	24	53	56	19	35	33	6				
HSP	35	53		35	47						
MUL	29	22		29	33						
WHT	54	60	64	54	59	43	35				
FRL	39	54	61	41	47	29	24				

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)	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	
Total Points Earned for the Federal Index	341
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	34
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	45
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	50
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	62
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	50
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	46
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?

ELA proficiency remained at 46% schoolwide. Learning gains for ELA increased over 10% overall and for lowest 25%. Students with disabilities and Black/African American subgroups improved learning gains but dropped in proficiency. ESSA 3 year trends demonstrated improvement for all subgroups as well as performing above the state level of 41% except Students with Disabilities. Math proficiency increased by 5% and overall learning gains increased by 12%. Math L25 decreased by 12% which also includes a significant ratio of our students with disabilities. All subgroups improved proficiency in Math except Free and Reduced lunch. Science decreased by 9% which correlates with the 5th grade reading proficiency performance. FLDOE School Report card reflects the key performance indicator is 3rd Grade ELA achievement with a decrease from 50% in 2021 to 33% in 2022.

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

Math proficiency improved from 41% to 46% school wide. ELA learning gains increased from 51% to 64% while Math learning gains increased from 50% to 62%. Free and Reduced Lunch subgroup increased learning gains by 10%. Black/African American subgroup increased 5% in proficiency and increased learning gains from 52% to 61% in Math. Students with Disabilities increased learning gains in ELA from 35% to 50% and overall proficiency from 17% to 23%.

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

Students with disabilities have data across FSA as well as iReady and district assessments that demonstrate gaps in learning. Processes were put into place last year to support small group instruction for both ELA and Math with intervention specific to student performance. The Learning gains are directly related to these structures and need to continue. To address our students with disabilities subgroup gaps, additional focus on inclusion and supporting students with time on grade level tasks is a necessary change to help our students perform at a higher level.

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

Math proficiency improved from 41% to 46% school wide. ELA learning gains increased from 51% to 64% while Math learning gains increased from 50% to 62%. Free and Reduced Lunch subgroup increased learning gains by 10%. Black/African American subgroup increased 5% in proficiency and increased learning gains from 52% to 61% in Math. Students with Disabilities increased learning gains in ELA from 35% to 50% and overall proficiency from 17% to 23%.

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

Processes were put into place last year to support small group instruction for both ELA and Math with intervention specific to student performance. The Learning gains are directly related to these structures and need to continue. Small group lessons for math were based on pre-requisite skills needed for the current unit identified through iReady data. For ELA, every grade level had an hour of intervention scheduled with extra support of Title 1 instructional assistants and interventionists with Title 1 funds to provide data based intervention for reading. Both of these structures were also provided for our students with disabilities and all subgroups.

Attendance and behavior are two factors that had a significant impact on student performance. There is a need to provide a system for identification and interventions to support improvement in both behavior and attendance. These systems will need to be strategic in ensuring communication and follow-up with administration, guidance, parent, teacher, and student.

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

Scaffolding is a critical strategy to supporting students with grade level content while meeting their individual needs. Collaborative planning to discuss structures that can be used to plan for student supports will be imperative to our work. Differentiated small group instruction is also a critical strategy to include in our planning to support student acceleration. Both the ELA and Math curriculum and schedule provide opportunity to support student learning in small groups in relation to the current instruction. Inclusion is another structure necessary for our students with disabilities to have exceptional education teachers pushing into provide assistance and instruction during small group. Ongoing data analysis is critical in addressing student gaps and designing instructional plans for small group.

Improvements were a result of common planning with grade levels supported by instructional coaches. Grade levels met weekly with instructional coaches for ELA and Math. Fifth and Sixth grade were also departmentalized. District resource teachers also provided direct support to targeted small groups. Mims also established a power hour for intensive intervention for ELA, utilizing the extended school day model. Cycles of six weeks with data review were used to monitor groups and establish future interventions. Administration and coaches created a walk-through tool to support common expectations for classrooms and to support professional development into practice.

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.

Acceleration will require scaffolds to be put into place to support students working with grade level content. ELA strategies include accountable talk, note catchers to support writing structures, and small group instruction to provide additional support as students work with grade level content. In math, it will be important to provide small group instruction based on gaps to provide scaffolding supporting the current unit. Exit slips will help identify which independent assignments and small group lessons each group will need. Understanding iReady data and the instructional groupings will be critical. Positive Behavior Interventions and Supports combined with Tier 2 and Tier 3 supports for both attendance and behavior are necessary to help students remain in class and focused for learning. This will be supported through professional development as a Conscious Discipline Anchor School and establishing a behavioral leadership team with a PBIS structure of supports. Academic professional development sessions will include Teach Like a Champion strategies for increased student participation, Science of Reading mini PD sessions with grade levels focused on the Science of Reading, and collaborative planning with focus on small group instructional design to address phonics, vocabulary, and comprehension.

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

Mims will utilize and extended school day again this year to provide students with an additional hour of intervention/enrichment with data driven groups to align specific learning paths. Continued use of the "Good to Great" tool for walk-throughs will also provide feedback to teachers in response to common agreements on the school-wide focus for each quarter. On going progress monitoring for attendance, behavior, and academics will also be utilized to identify growth and any potential supports that may need to be adjusted or put in place to help teacher and students.

In the 2023-2024 school year, extended day will not be offered for students at Mims Elementary. Walk to intervention will continue to be built into the schedule to provide students access to tiered reading support. We will also continue to utilize our Title 1 IA's and Title 1 coach to provide intervention groups to support each grade level with additional personnel to provide more access than individual grade levels can provide on their own. Good to Great will also need to continue to be a priority for our staff to monitor the expectations and progress toward quality Tier 1 instruction.

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 Math

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Student achievement in Math on the Florida Standards Assessment has been below both the district and state average.

Measurable

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

Math proficiency will increase from 46% proficiency on the FSA to 50% overall on the 2022-23 Math FAST assessment. Additionally, Students with Disabilities subgroup will increase to from 23% to 41% index level. i-Ready math diagnostic will increase from 47% in May 2022 to 65% proficient at the end of year 2023 diagnostic.

PM1 FAST Math data indicated 2% proficient for the white subgroup. All other ethnicity groups were 0% proficient. Math proficiency for all subgroups will increase to 30% proficient by PM2 and to 41% or higher by PM3.

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

Math overall and subgroup proficiency growth will be monitored with iReady diagnostic assessments. Additionally, FAST overall and subgroup proficiency will be analyzed for growth compared to prior years. K-5 Reveal Assessments for each module will be analyzed as well as EdGems for grade 6.

Person responsible for monitoring outcome:

Javier Alfonso (alfonso.javier@brevardschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Grade level teams will design standards based lessons through collaborative planning with Title 1 coach (T) support. Data will be collected and reviewed using exit tickets daily, which will be used to determine small group design and specific student practice.

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

Overall proficiency has increased in math according to FSA. We utilized pre-requisite lessons with the previous curriculum based on individual student data to create groups. Data driven small group design is critical to providing accurate and timely scaffolding to support students with Tier 1 curriculum. Exit slips, iReady diagnostic, and PM data for FAST all provide student data related to specific standards. This data is provided for all students allowing subgroups to be served through data based small group instruction and practice.

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.

Professional Development to establish understanding of BEST standards and key components of our new Math standards/benchmarks. Professional Development sessions also included overviews of district pacing documents, sample lessons plans, and curriculum overviews.

Person Responsible Wesley Herold (herold.wesley@brevardschools.org)

Professional Development for math curriculum components and accessing district resources.

Person Responsible Javier Alfonso (alfonso.javier@brevardschools.org)

Ongoing math collaborative planning sessions bi-monthly with Title 1 funded half-time Math Coach (T) and District Math support to establish pacing and Tier 1 expectations. Data driven small group design based on exit slips, iReady diagnostic and unit assessments will be analyzed and goal setting to create scaffolded instruction and practice.

Person Responsible Javier Alfonso (alfonso.javier@brevardschools.org)

Instructional delivery will be monitored utilizing walkthroughs and observation. Individual coaching sessions will be developed based on trends in data from observations. Coaching will incorporate Instructional Strategies from Professional Development with Teach Like a Champion 2.0 purchased with Title 1 Funds (T).

Person Responsible Tangela Jackson (jackson.tangela@brevardschools.org)

Students will be monitored with exit slips, iReady diagnostics, unit assessments, and FAST assessments. Adjustments to instructional delivery and small group instruction will be adjusted based on student progress.

Person Responsible Javier Alfonso (alfonso.javier@brevardschools.org)

Purchase math materials to support Reveal and EdGems Math instruction using Title 1 funds. (T)

Person Responsible Javier Alfonso (alfonso.javier@brevardschools.org)

Purchase take home math manipulatives/games to support parent engagement at home. (T)

Person Responsible Samantha Bissett (bissett.samantha@brevardschools.org)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and

Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

5th Grade 2022 FSA Science proficiency was 25%. Not only was this a decrease from 2019 - 2022, it is also well below the district and state average.

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

NGSSS 5th Grade Science data will show an increase in proficiency from 25% to 45%.

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

PENDA will be monitored monthly for participation as well as student passing rate on lessons. District Science Assessments will also be monitored.

Person responsible for monitoring outcome:

Javier Alfonso (alfonso.javier@brevardschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Penda is a supplemental resource for our science block. It uses scaffolds so any learner can access prior knowledge up front and move through high levels as they find success. Penda also ties in choice to inspire and motivate students to continue through their lessons. Hands on science opportunities are also important to incorporate for student application and exploration. Harris Science Saturdays will be provided this year to provide additional hands on learning opportunities for our students as well as professional development for our teachers.

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

Supplementing teacher lessons with content embedded in the ELA lessons and STEMScopes curriculum with PENDA and hands on opportunities provide a chance for students to explore and apply knowledge. This tool also assists in filling instructional gaps from 3rd and 4th grade.

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.

District Science assessment will be given to all 5th grade students to identify areas of strength and areas for growth in the fall and spring.

Person Responsible

Javier Alfonso (alfonso.javier@brevardschools.org)

Penda lessons will be monitored for participation and pass rate monthly. Administration will work with teachers to identify goals for students and monitor progress through lessons.

Person Responsible

Javier Alfonso (alfonso.javier@brevardschools.org)

ASP Science Saturdays will be provided for 3rd, 4th, and 5th grade students to provide additional hands on opportunities to reinforce key standards and concepts. Increased student participation is necessary to

realize the benefit of this program. Title 1 funds will be used to pay for District Resource teacher and Mims staff to instruct students during these sessions. (T)

Person Responsible Wesley Herold (herold.wesley@brevardschools.org)

Purchase take home Science Experiment Kits using Title 1 funds to support families engaging in the Scientific Method. (T)

Person Responsible Samantha Bissett (bissett.samantha@brevardschools.org)

4th, 5th, and 6th Grade is departmentalized this year. The teacher instructing science was selected based on science performance last year. (T, 6th Grade Teacher)

Person Responsible Wesley Herold (herold.wesley@brevardschools.org)

Science vocabulary will be incorporated through activity wheel lessons to increase student knowledge of scientific terms through creativity and play.

Person Responsible Wesley Herold (herold.wesley@brevardschools.org)

#3. Positive Culture and Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Average daily attendance rate was 90.57% in 2021-2022. In 2021-2022 54 (12%) students were suspended for one or more days totaling 175 days out of school. Absences represent a missed opportunity for instruction. When students are not in class, they are not exposed to the same level of instruction and support they would normally receive. Students also miss class time when they receive referrals. In 2021-2022, there were 592 referrals written at a rate of 134.85 referrals per 100 students.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Percentage of students present each day will increase to an average daily attendance of 92%. Suspensions will also reduce below 10% of the student population for a total of days out of school less than 80. Referrals will reduce to less than 350 with a rate of less than 85 referrals per 100 students.

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

Monitoring: Performance Matters/UNIFY and FOCUS will be used to track weekly attendance and behavior rates as well as individual students with chronic events.

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

Person responsible for monitoring outcome: Melissa Moskovits (moskovits.melissa@brevardschools.org)

Evidence-based Strategy: Weekly monitoring with leadership team each focusing on two grade levels. Parent contact log to discuss factors and mitigation strategies proposed. Conscious Discipline training and implementation will support building a supportive culture for our school. Restorative Practices will be implemented as well using the Circle Forward book (T) to conduct circles with students that are in conflict to help them move forward after a difficult situation and desire to be in class again. Mims Elementary will further support building a quality environment for learning by celebrating the "Student of the Week" and the "Teacher of the Week"

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: By monitoring data each week and discussing with leadership team, we will be able to understand the communication received from parents about the reason behind the absences. This information will allow our team to strategize with the parent and also problem solve other areas for improvement that are impacting attendance. Behavior will also be included in the meetings to provide additional supports as needed for students that have been out due to behavioral situations to develop plans for improvement.

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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.

Run weekly report for students that have less than 90% attendance rate. Monitor Tier 2 and Tier 3 behavior data weekly, discuss progress with leadership and guidance team as well as students in need of a revision of their plan.

Person Responsible Javier Alfonso (alfonso.javier@brevardschools.org)

Meet weekly with leadership team to determine students in need of parent contact due to drop in attendance rate. Update on contact from prior week. Additionally, leadership team and guidance will revise behavior plans for students that require additional support.

Person Responsible Javier Alfonso (alfonso.javier@brevardschools.org)

Parent Liaison monitors attendance and supports family communication and home visits.

Person Responsible Wesley Herold (herold.wesley@brevardschools.org)

Continue training staff on Conscious Discipline strategies and Effective Approaches to SEL.

Person Responsible Melissa Moskovits (moskovits.melissa@brevardschools.org)

Complete Spring SEL Self-Assessment to monitor progress on district training plan.

Person Responsible Tracy Portz (portza.tracy@brevardschools.org)

Purchase student planners and student supplies for organization in preparedness with Title 1 funds to support teacher/parent communication and daily progress for behavior to build student confidence. (T)

Person Responsible Wesley Herold (herold.wesley@brevardschools.org)

Provide bussing using Title 1 funds for 4th grade trip to St. Augustine to provide experience with Florida history.

Person Responsible Wesley Herold (herold.wesley@brevardschools.org)

#4. 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.**

Our students with disabilities (SWD) subgroup improved learning gains but dropped in proficiency. SWD have achieved proficiency below the federal index of 41% for three years in a row.

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

SWD ELA proficiency from 17% (FSA 22) to 35% (FAST 23)

SWD Math proficiency from 23% (FSA 22) to 35% (FAST 23)

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

SWD subgroup proficiency growth will be monitored with iReady diagnostic assessments for fall and spring. Additionally, FAST SWD subgroup proficiency will be analyzed for growth compared for each administration.

**Person
responsible for
monitoring
outcome:**

Wesley Herold (herold.wesley@brevardschools.org)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

To address the underperforming subgroup of students with disabilities (SWD), ESE teachers will collaboratively plan with the grade level teams and will implement the benchmark curriculum in their instruction to target the specific needs of the SWD population. All SWD will receive both Tier 2 and Tier 3 interventions with general education peers using evidence-based programs. Data will be collected during intervention groups to monitor whether additional support is needed for the SWD students.

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

46% of students are proficient in ELA based on the 21-22 FSA ELA data, while only 17% of students with disabilities are proficient. Implementation of high quality ELA instructional materials effectively will support explicit instruction of vocabulary, phonics, phonemic awareness, fluency and comprehension. Collaborative planning and use of high quality instructional materials will support ESE teachers to understand how to identify students' instructional needs, select appropriate materials, organize instruction and differentiate to meet individual needs.

selecting this strategy.

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.

Identify SWD subgroup and analyze student data to identify gaps.

Person Responsible Tammy Michonski (michonski.tammy@brevardschools.org)

Schedule ESE students based on student need in classes first to build schedule around maximizing inclusion opportunities.

Person Responsible Wesley Herold (herold.wesley@brevardschools.org)

Ongoing math and ELA collaborative planning sessions bi-monthly with Math Coach (T), Reading Coach (T) and District Math support to establish pacing and Tier 1 expectations. Data driven small groups design based on exit slips and student work samples as well as PM data, iReady diagnostic and unit assessments will be analyzed and to create scaffolded instruction and practice.

Person Responsible Javier Alfonso (alfonso.javier@brevardschools.org)

Instructional delivery will be monitored utilizing walkthroughs and observation. Individual coaching sessions will be developed based on trends in data from observations.

Person Responsible Wesley Herold (herold.wesley@brevardschools.org)

Students will be monitored on their IEP goals as well as iReady diagnostic assessments and unit tests to identify additional gaps to be adjust instruction in small group.

Person Responsible Wesley Herold (herold.wesley@brevardschools.org)

Deliver instruction with Co-Teach model for ELA in sixth grade. Schedule time for teacher and ESE provider to plan collaboratively.

Person Responsible Wesley Herold (herold.wesley@brevardschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

D3 i-Ready data from 21-22 shows that 83% of students in grades K-2 are not on track to score grade level or above on the statewide ELA assessment.

- Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction.
- Explicit and systematic instruction in foundational skills will be a focus for K-2.

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

21-22 FSA Data shows 66% of 3rd Graders, 32% of 4th Graders and 69% of 5th Graders scored below grade level. (Levels 1 and 2)

2022-23 FAST PM-1 ELA Data shows 23% of our students in grades 3-6 scored Proficient/OGL, as compared to 40% for the District and the 32% for the State.

Instructional Practices to support improvement include:

- Increasing Primary Literacy Achievement so that gaps will not be as prominent in 3-6.
- Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction.
- Continuous monitoring of students in the subgroup of SWD, which is our lowest performing subgroup overall.
- SWD will participate in Tier 2 and Tier 3 reading interventions throughout the year to support their individual learning needs.
- ESE teacher and Gen.ed. teacher will collaborate on planning for instruction and supports needed for instructional delivery.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

FAST PM-1 Data indicated the following OGL-Proficiency for grades K-2. Our goals for growth for PM-2 and PM-3 follow the baseline data from PM-1.

FAST PM-1 (ELA)

Kindergarten

- PM-1 39%, PM-2 50%, PM-3 60%

1st Grade

- PM-1 44%, PM-2 55%, PM-3 65%

2nd Grade

- PM-1 24%, PM-2 35%, PM-3 50%

Grades 3-5: Measureable Outcome(s)

FAST PM-1 Data indicated the following OGL-Proficiency for grades 3-5. Our goals for growth for PM-2 and PM-3 follow the baseline data from PM-1.

FAST PM-1 (ELA)

3rd Grade

- PM-1 19%, PM-2 30%, PM-3 50%

4th Grade

- PM-1 12%, PM-2 25%, PM-3 50%

5th Grade

- PM-1 33%, PM-2 45%, PM-3 60%

6th Grade

- PM-1 27%, PM-2 40%, PM-3 55%

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

- PM 1, PM 2, FAST
- i-Ready D1 and D2
- Walkthroughs with feedback
- Benchmark Advance Assessments
- Lexia will be used school-wide to support learning for all, additionally it will be utilized as a Tier 3 support.
- Intervention Data
- Intervention instruction using evidenced based intervention programs as listed on the Decision Trees to specifically target identified gaps.
- Intervention groupings will be reassessed every 6 weeks and adjusted to support student needs.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Herold, Wesley, herold.wesley@brevardschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

- Explicit instruction
 - Models/demonstrates new or retaught content
 - Provides visual/auditory examples
- Systematic instruction
 - Logical progression (simple to complex)
 - Opportunities for students to practice previous content progressing toward goals
- Scaffolded instruction
 - Intentional, temporary-support
 - Open-ended questions, prompts/cues, breaking into steps
- Lexia (Strong level of evidence)
 - Aligns with PA, Phonics, Fluency standards
 - Science of Reading domains PA, Phonics, Structural-Analysis, Fluency, Vocabulary, Comprehension
- 95% Group (Strong level of evidence)
 - Instructional materials supporting struggling readers and permits teachers to begin instruction at student's lowest skill deficit, focusing on PA and Phonics
- Collaborative Planning
 - Supports consistent, high-quality implementation of BAdvance
- i-Ready (Promising level of evidence)
 - Universal screener used to start data conversations and plan formative assessments
- Benchmark Advance
 - Implementation of high-quality ELA materials with fidelity will support explicit instruction of phonemic awareness, phonics, fluency, vocabulary, and comprehension

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effectiveness for the target

population as they are:

- B.E.S.T. Standards Aligned
- Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan
- Meet Florida's definition of evidence-based
- Systematic and/or Explicit
- Geared towards struggling readers with an emphasis on Foundational Skills such as Phonological Awareness and Phonics

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Administration will define roles and responsibilities of team members and establish a Principal-Coach partnership agreement to specify duties and activities of the coach and how the Principal will provide support, and collaborate with coaches before, during and after common planning sessions. Administration will clearly communicate the expectations for planning sessions with coaches and teachers, and develop content area planning protocols that are aligned with Benchmark Advanced. Title 1 Funds will be used to fund Title 1 Coordinator (T), and full time Reading Coach (T).</p>	<p>Herold, Wesley, herold.wesley@brevardschools.org</p>
<p>The leadership team will lesson plan with teachers, model, co-teach, engage in reflective conversations, and engage in data chats. During planning, we will focus on teacher clarity, instructional model, strategies, questioning and assessments that align to the benchmark(s) and will support the intended learning. The literacy coach leadership team will identify and plan for the supports that teachers will need before, during, and after planning. Title 1 funds will be used to hire Title 1 Coordinator and 2 Instructional Assistants (T). The Title I Teacher, 2 Instructional Assistants, and 2 ESSER Interventionists will provide explicit and systematic intervention instruction for grades K-6. The Literacy Coach will work with these staff members to provide ongoing training, modeling, feedback and support.</p>	<p>Hurley, Robin, hurley.robin@brevardschools.org</p>
<p>Teachers will use program assessments for foundational reading skills, along with DIBELS measures, PASI/PSI and/or ORR to monitor reading skills development. The Literacy Coach, Title I Coordinator, and admin team will work with teachers to define performance criteria that prompts the addition of Tier 2 and Tier 3 interventions. The leadership team will have data chats regularly around Benchmark Advance Assessments, i-Ready, FAST, and intervention OPMs to determine next steps. Title 1 Funds will be used to secure a 6th grade teacher to reduce class size to a more conducive learning environment (T).</p>	<p>Alfonso, Javier, alfonso.javier@brevardschools.org</p>
<p>The Leadership Team will provide job embedded PD and targeted coaching cycles. On-site intervention material and instruction PD will be provided by the Literacy Coach and/or Leadership Team. Weekly grade level meetings are scheduled for ELA and Math planning/learning sessions.</p>	<p>Herold, Wesley, herold.wesley@brevardschools.org</p>
<p>To address the underperforming subgroup of students with disabilities (SWD), ESE teachers will collaboratively plan with the grade level teams and will implement the benchmark curriculum in their instruction to target the specific needs of the SWD population. All SWD will receive both Tier 2 and Tier 3 interventions with general education peers using evidence-based programs. Data will be collected during intervention groups to monitor whether additional support is needed for the SWD students.</p>	<p>Alfonso, Javier, alfonso.javier@brevardschools.org</p>
<p>Academic Support Program (ASP) will be offered to students identified as lowest 25% in their grade level. iReady supplemental instructional materials will be purchased using Title 1 funds (T) for this program. iReady Diagnostic data and Progress Monitoring Data from FAST will be used to determine student achievement growth.</p>	<p>Herold, Wesley, herold.wesley@brevardschools.org</p>

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.

Mims Elementary strives to provide positive school culture and environment for all stakeholders. We build positive relationships with parents, families, and other community stakeholders by listening intently to our families and community and responding to their feedback, offering meaningful opportunities and events for our families to participate in, communicating proactively, and making it known that having all of our stakeholders engaged is a priority here on campus. We hold multiple parent night events in which exit slips are provided to solicit feedback. Parent and community engagement events throughout the North Area Feeder Chain have been influential in allowing parents and community members the opportunity to learn about the progress of our achievement data and to identify ways to support.

Data reviewed to support school-wide plans to support positive school culture needs for all stakeholders:

- Youth Truth Survey (3rd-6th Grade students) reflected that::

56% of students indicated that when they are feeling upset, there is an adult from school they can talk to.

68% of students said they feel safe at school

87% of students felt their teacher wanted them to work their hardest.

80% of students indicated they think their teacher cares about them.

33% of students stated students treated their teacher with respect.

56% of students indicated they feel like a real part of our school community

- Parent Survey results indicated that:

70% prefer email and class dojo while 52% prefer Fliers/letters

66% of parents indicated they have been given opportunities to provide input and feedback into school decisions (school improvement, Title I services, event planning, discipline). This is an increase of 10% from the previous year.

92% of parents/caregivers feel welcome at our school.

-Insight Survey results by teachers indicated:

81% of teachers feel that Mims is a good place to teach and learn.

30% of teachers plan to stay at Mims Elementary School 10 or more years.

96% of teachers understand how their actions contribute to school priorities and goals.

81% feel that when school leadership commits to a program they follow through.

89% of teachers feel collaborating with colleagues is productive.

70% of teachers feel school leaders have encouraged them to engage in learning regarding diversity, equity and inclusion.

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

Mims Elementary utilizes many different programs and services to ensure that the social-emotional needs of all students are being met. These programs are monitored and established by guidance counselor Tammy Michonski, social worker Tracy Portz, and parent liaison Stacy Human. We continue to implement PBIS (Positive Behavior Interventions and Supports) and our Team is participating in Tier 2 training this year to strengthen supports for our students. We continue to utilize CHAMPS and Conscious Discipline school-wide. We continue our growth with Conscious Discipline concepts and we are an anchor school site for the 2022-2023 school year.

Each classroom participates in daily morning meetings and teacher's greeting each student at their door to build a sense of community among students in accordance with the Responsive Classroom model. Our social worker pushes into classrooms to provide direct support in teaching lessons for social emotional skill instruction. In order to provide more individualized social-emotional support for students, we provide students with greater need with a mentor to check-in each day and again in the afternoon. We are proud to provide additional services to our families. We have a food pantry and hygiene closet for student and family use and are able to support parents with connections to outside agencies. We have utilized Title 1 funds to purchase planners (T) for every student to help with parent and teacher communication needs. Title 1 funds also provide families with a book to support our Literacy Night initiative (T).

Building a positive morale is critical to inspire students, staff, and faculty. We have a weekly student of the week and teacher of the week celebration. Our theme this year is "Connection, Collaboration, Cultivation...Building our future together." There is a hard hat Master Builder trophy that is passed between staff members with an email to the entire staff on why the person is being recognized for helping a colleague and what they do to support our students. We also have a social committee that hosts several events throughout the year for the staff to participate in building positive relationships.

In addition, staff identifies one student from each homeroom and one student for each activity class as a "Student of the Week". Administration also recognizes a staff member of the week that is also displayed on the announcements and social media.