

Brevard Public Schools

Croton Elementary School



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	14
Title I Requirements	20
Budget to Support Goals	0

Croton Elementary School

1449 CROTON RD, Melbourne, FL 32935

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

Demographics

Principal: Roseann Bennett M

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: B 2015-16: C 2014-15: C 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

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

Empowering every student to succeed. (Revised August 2019)

Provide the school's vision statement

A positive community of respectful, responsible, and educated citizens of tomorrow.
(Continued/ Approved August 2019)

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Bennett, Roseann	Principal	<p>Dr. Bennett is the principal of Croton Elementary and ensures that quality instruction and student safety are occurring at the school on a daily basis. She ensures that the human and material resources at her disposal are utilized to the greatest advantage in the service to students.</p>
Englert, Thomas	Teacher, K-12	<p>Mr. Englert is the Title I science teacher. He oversees instruction related to science to ensure quality instruction is taking place in grades K-6 following the 5E instructional model. Mr. Englert models science instruction to allow teachers to grow in their concept knowledge. Mr. Englert tracks student data from the Brevard Public Schools Science Summative Assessments.</p> <p>Mr. Englert is the School Advisory Council (SAC) chair since August 2018.</p>
Kuntz-Murphy, Alicia	Teacher, K-12	<p>Mrs. Kuntz-Murphy has knowledge of curriculum and child development. She supports teachers with instruction and intervention in both reading and math.</p> <p>Mrs. Kuntz-Murphy is our Title I coordinator. She plans and organizes all school-wide events for Family and Community Engagement. Mrs. Kuntz-Murphy also insures our Title I program is in compliance. She works diligently with the principal on the Title I budget and framework.</p> <p>Mrs. Kuntz-Murphy is Croton's PBIS Coach.</p>
Guido, Brittni	Instructional Coach	<p>Ms. Guido serves as a resource of professional development, progress monitoring, and student data analysis throughout Croton to generate improvement in reading instruction and reading achievement.</p>
Hitchcock, Amanda	Teacher, ESE	<p>As an ESE teacher, Mrs. Hitchcock works closely with all teachers and staff on inclusive practices and data tracking for students.</p> <p>Mrs. Hitchcock is our SAC Secretary.</p>
Susin, Jennifer	Assistant Principal	<p>Mrs. Susin is the assistant principal at Croton Elementary. She demonstrates communication skills, interpersonal skills and abilities and knowledge of curriculum. Mrs. Susin shows evidence of effective decision-making skills and management skills.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	73	81	68	67	69	67	79	0	0	0	0	0	0	504
Attendance below 90 percent	2	7	4	4	9	7	12	0	0	0	0	0	0	45
One or more suspensions	2	0	1	0	4	4	3	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	1	5	5	10	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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	1	5	5	10	0	0	0	0	0	0	21

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	6	0	4	1	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	3	0	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)

46

Date this data was collected or last updated

Thursday 9/19/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	27	22	24	26	33	33	12	0	0	0	0	0	0	177
One or more suspensions	2	1	0	2	3	2	8	0	0	0	0	0	0	18
Course failure in ELA or Math	0	0	0	4	6	7	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	6	15	22	17	0	0	0	0	0	0	60

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	1	0	6	14	19	0	0	0	0	0	0	0	40

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	62%	57%	51%	60%	56%
ELA Learning Gains	56%	60%	58%	53%	54%	55%
ELA Lowest 25th Percentile	64%	57%	53%	38%	46%	48%
Math Achievement	64%	63%	63%	58%	62%	62%
Math Learning Gains	55%	65%	62%	52%	59%	59%
Math Lowest 25th Percentile	43%	53%	51%	45%	49%	47%
Science Achievement	36%	57%	53%	45%	57%	55%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	73 (0)	81 (0)	68 (0)	67 (0)	69 (0)	67 (0)	79 (0)	504 (0)
Attendance below 90 percent	2 ()	7 ()	4 ()	4 ()	9 ()	7 ()	12 ()	45 (0)
One or more suspensions	2 ()	0 (0)	1 (0)	0 (0)	4 (0)	4 (0)	3 (0)	14 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	5 (0)	5 (0)	10 (0)	21 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	64%	1%	58%	7%
	2018	51%	63%	-12%	57%	-6%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	55%	61%	-6%	58%	-3%
	2018	45%	57%	-12%	56%	-11%
Same Grade Comparison		10%				
Cohort Comparison		4%				
05	2019	42%	60%	-18%	56%	-14%
	2018	51%	54%	-3%	55%	-4%
Same Grade Comparison		-9%				
Cohort Comparison		-3%				
06	2019	55%	60%	-5%	54%	1%
	2018	54%	63%	-9%	52%	2%
Same Grade Comparison		1%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	61%	13%	62%	12%
	2018	69%	62%	7%	62%	7%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	68%	64%	4%	64%	4%
	2018	63%	59%	4%	62%	1%
Same Grade Comparison		5%				
Cohort Comparison		-1%				
05	2019	48%	60%	-12%	60%	-12%
	2018	60%	58%	2%	61%	-1%
Same Grade Comparison		-12%				
Cohort Comparison		-15%				
06	2019	58%	67%	-9%	55%	3%
	2018	33%	68%	-35%	52%	-19%
Same Grade Comparison		25%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	35%	56%	-21%	53%	-18%
	2018	43%	57%	-14%	55%	-12%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	42	48	44	42	21	6				
ELL	48	75		48	65	36					
BLK	39	50		50	45						
HSP	56	64	80	54	58	58	29				
MUL	69			56							
WHT	57	53	58	70	53	27	38				
FRL	53	60	68	61	59	47	35				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	29	38	26	44	55	33					
ELL	38	40		59	50						
BLK	33	56		36	47						
HSP	43	64	69	52	47	50	21				
MUL	44	50		31	42						
WHT	56	52	24	64	54	46	55				
FRL	46	48	32	55	49	37	35				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	54
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	58
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	8
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	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
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	57
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	63
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	51
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Croton Elementary showed the lowest performance in fifth grade science on the statewide assessments during the Spring 2019 testing administration. Croton had an overall percentage of thirty-five percent of students scoring a level three or above which is loss of eight percentage points when compared to the previous school year (2017-2018). Upon reflection, we concluded that we did not fully focus on science integration into the Language Arts Block with complete fidelity. In addition, Croton also found that this decrease in test scores could be due to having a scarce amount of "hands-on" science experiences through scientific inquiry based investigation. The trend is that our science scores have decreased since 2016 on average of seven percentage points each year.

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

When analyzing Croton's overall performance on statewide assessments during the 2018-2019 testing administration, Croton staff and School Advisory Council (SAC) members determined that the greatest decline for the 2017-2018 testing administration was on the Science Assessment with a decline of nine points. After further analysis, Croton staff, parents and community members also determined that when looking at individual grade level data the area where Croton has shown the greatest decline in test scores was in fifth grade math. For the 2018-2019 school year, forty-eight percent of the fifth graders scored a level three or above while during the 2017-2018 school year the percentage of level three or above was at sixty percent. This shows that there was a twelve percent decline from the 2017-2018 school year.

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

The state average for Science is fifty-three percent of students showing a proficiency understanding of level three and above while Croton's fifth grade science scores resulted in only thirty-five percent of students scoring a level three and above in proficiency understanding of grades K-5 science concepts. Croton eighteen percentage points below the state average. Upon reflection, Croton staff and its other stakeholders from the School Advisory Council (SAC) which is made up of parents and other community members came to the conclusion that we did not fully focus on science integration in the Language Arts Block or provide enough "hands-on" or inquiry based science

investigations to our students in previous years. The trend is that our science scores have decreased since 2016 on average of seven percentage points each year.

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

Croton staff and School Advisory Council (SAC) members determined that the component that has shown the most improvement from 2017-2018 to the 2018-2019 school year was the lowest twenty-five percent scoring a level three and above in Language Arts. This score improved from thirty-eight percent to sixty-four percent which is a twenty-six-point increase. Croton utilized a walk to intervention model in ELA for the lowest twenty-five percent of students in each grade level kindergarten through sixth grade. This allowed us to help struggling students and provide an in depth focus on monitoring student progress through the Multi-tiered Systems of Support (MTSS) .

In addition, Croton worked hard on providing students with exceptional needs a more inclusive education by including students within the general education classes more frequently so all students are afforded the least restrictive environment as possible.

Further analysis of Croton's state assessment data show that sixth grade math also improved greatly from the 2017-2018 school year. According to the assessment data, Croton's test scores went from thirty-three percent of level three and above in the 2017-2018 school year to fifty-eight percent in the 2018-2019 school year. This increase in test scores showed a gain of twenty-five percentage points. An action that supported this improvement was the continuation in the 2018-2019 school year of Eureka Math. The use of Eureka Math for two consecutive years prior helped to build a foundation for student understanding of math concepts.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

An area of concern from the Early Warning Systems data is the attendance rate. Croton will work on various ways to improve student attendance to include student and staff incentives.

Another area of concern reflected in the Early Warning System data is the number of students earning a Level 1 on FSA Assessments. Through our Plan and Areas of Focus, we will work to decrease this number at every grade level.

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

Through careful analysis, the Croton staff, parents and community partners all decided that the top priorities for Croton Elementary to focus on for the 2019-2020 school year are:

*Science proficiency of level three and above on the statewide Science assessment for the Spring 2020 testing administration. This includes opportunities for Science integration into the Language Arts block. Incorporating Science into the Language Arts block will help to develop and enrich a science vocabulary to help promote a content based integrated curriculum school wide. We will increase our inclusive practices for all students with disabilities in Science.

*Maintain a concentration on Math instruction utilizing the Eureka Math program with

fidelity. Teachers will utilize the mid- and end of Module assessments to analyze students' understanding of standards and drive their instruction. Students with disabilities will be included in General Education instruction. This will also support the Learning Gains of our lowest twenty-five percent in math school wide.

*Continue to focus on implementing rigorous and remedial reading opportunities to improve and maintain our proficiency levels in test scores for English/ Language Arts. Incorporating the Standards Focus Boards in all General Education classrooms for ELA and aligning student tasks to the standards will provide students the opportunity to take more ownership of their learning. We will continue to utilize the Multi-Tier System of Support to provide intervention to students that may have skill gaps. Including our students with disabilities will allow us to maintain our growth with students in the lowest 25%.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Science Instruction and the 5E Model
Rationale	Our scores on the fifth grade statewide Science assessment has been declining over the past four years. We are twenty one points below the district average, and eighteen points from the state average. Croton Elementary has been identified as a school for Targeted Support and Improvement (TS&I) because our students with disabilities subgroup fell below the federal index level of forty-one percent and is currently at thirty-four percent. In Science specifically, overall Croton had thirty-six percent proficiency, but our students with disabilities had six percent proficiency.
State the measureable outcome the school plans to achieve	Croton Elementary will Increase its percentage of level three or above in proficiency for the statewide Science assessment during the 2019-2020 school year from thirty-five percent to forty-five percent. Croton will improve the students with disability Science proficiency from six percent to twenty-five percent.
Person responsible for monitoring outcome	Roseann Bennett (bennett.roseann@brevardschools.org)
Evidence-based Strategy	Teachers at Croton Elementary will implement the 5E Model for Science instruction across each grade level kindergarten through sixth grade. Through the implementation of the 5E model, teachers will work together collaboratively to integrate Science based literacy during the explain phase within the 90-minute reading block and then engage, explore, elaborate and evaluate Science content through hands on inquiry will be addressed in the Science block. In addition, grades VPK-5 will have opportunities weekly for hands-on instruction in the Science Room. Croton Elementary will promote more inclusion opportunities for students with disabilities through Science in general education classrooms and the Science Room.
Rationale for Evidence-based Strategy	Croton Elementary chose to make the 5E Model the focus to bring quality Science instruction into its classrooms. Brevard Public Schools has been implementing 5E instruction for the past several years. and the district has created a pacing and sequence guide that follows this model. In addition, the 5E model is considered best practice when teaching Science because it allows students to have an activity before concept or inquiry based approach to help build concept development. By providing students with disabilities with inclusive opportunities, they will have greater access to instruction with their general education peers.

Action Step

Description	<ol style="list-style-type: none"> 1. All teachers will collaborate with the Title I Science teacher to help integrate standards aligned hands on experiences and labs for students in grades K-5. 2. All teachers will administer and analyze results of district summative assessments to track student understanding of the Florida Science Standards. 3. Administration will provide professional development for all teachers related to the 5E Model and best practices for Science instruction. 4. Administration will provide collaborative planning opportunities for
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teachers to work with their grade level teams to prepare and plan standards aligned instruction based on student data. All teachers will meet to include ESE in response to our BPIE results.

5. Students will engage, explore, and elaborate Science content.
6. Students will utilize the Expanding Expressions Tool and Thinking Maps to help build Scientific reasoning.
7. Teachers, administrators, and parents will meet to review student progress in Science skills.

**Person
Responsible**

Thomas Englert (englert.thomas@brevardschools.org)

#2	
Title	Math Proficiency through Coherence
Rationale	Although our overall proficiency level in Math increased, it is of note that the percentage of students achieving Learning Gains and Learning Gains of the lowest twenty-five percent decreased. Specifically, our scores on the fifth grade statewide math assessment declined from fifty-one percent to forty-two percent. In addition, Croton Elementary has been identified as a school for Targeted Support and Improvement (TS&I) because our students with disabilities subgroup fell below the federal index level of forty-one percent and is currently at thirty-four percent.
State the measureable outcome the school plans to achieve	Implementing Eureka Math for the 2019-2020 school year will increase the math scores from forty-two percent level three and above to sixty percent level three and above during the Spring 2020 school administration of the Florida Standards Math Assessment. Croton will improve their federal index status from thirty-four percent to forty-five percent in the 2019-2020 school year.
Person responsible for monitoring outcome	Roseann Bennett (bennett.roseann@brevardschools.org)
Evidence-based Strategy	Teachers in each grade level will implement the Eureka Math program with fidelity to ensure mastery of the grade level standards and the mathematical shifts. Croton Elementary will promote more inclusion opportunities for students with disabilities through Math in general education classrooms.
Rationale for Evidence-based Strategy	When addressing the Florida Shifts in Mathematics, the use of focus, coherence, and rigor will assist in improving student understanding of math concepts. Data show that Croton's third grade students from the 2018-2019 school year that used Eureka Math the two previous years, scored at seventy-four percent level three and above and surpassed the district average by thirteen percent and the state average by twelve percent. By providing all students, including those with disabilities, the opportunity of a least restrictive environment, this student population will be exposed to grade level content with their on grade level peers.
Action Step	
Description	<ol style="list-style-type: none"> 1. All teachers will work together and collaboratively plan their math instruction using the Eureka Math planning tools and program, including the Brevard Public Schools Eureka Math Pacing and Sequence guide. 2. All teachers will administer and analyze results of the Eureka Math Mid and End of Module Assessments. <p>New teachers to Croton will be trained on how to successfully implement a Eureka Math lesson.</p> <ol style="list-style-type: none"> 3. Administration will provide professional development for all teachers related to the Eureka Math curriculum. 4. Administration will provide collaborative planning opportunities for teachers to work with their grade level teams to prepare and plan standards aligned instruction based on student data. All teachers will meet to include ESE in response to our BPIE results.

5. Students will complete fluency practice, concept development, application problem, and debrief (including the Exit Ticket). These components promote balanced and rigorous instruction content.
6. Students will utilize the Expanding Expressions Tool and Thinking Maps to help build Mathematical Practices.
7. Teachers, administrators, and parents will meet to review student progress in Math skills.

**Person
Responsible**

Roseann Bennett (bennett.roseann@brevardschools.org)

#3	
Title	ELA instruction with MTSS
Rationale	Croton has shown growth in learning gains in ELA scores for the lowest twenty-five percent due to its structured reading program and interventions. Croton will maintain this focus in the area of reading so we continue to see steady gains. Croton Elementary has been identified as a school for Targeted Support and Improvement (TS&I) because our students with disabilities subgroup fell below the federal index level of forty-one percent and is currently at thirty-four percent. Specifically, our scores for overall ELA proficiency is at fifty-six percent, while students with disabilities is thirty- two percent.
State the measureable outcome the school plans to achieve	Croton will improve the overall ELA proficiency from fifty-six percent to sixty percent. Croton will improve their federal index status from thirty-four percent to forty-five percent in the 2019-2020 school year. Croton will improve the students with disability ELA proficiency from thirty-two percent to forty percent.
Person responsible for monitoring outcome	Brittni Guido (guido.brittni@brevardschools.org)
Evidence-based Strategy	Croton Elementary will continue to use the Multi-Tiered System of Support (MTSS) to track student performance in reading skills. In addition, Croton will continue the walk to intervention model to support students who are struggling with their reading development. Croton Elementary will promote more inclusion opportunities for students with disabilities through ELA in general education classrooms.
Rationale for Evidence-based Strategy	Croton will continue to use the MTSS and walk to intervention models to ensure that students who are struggling with their reading abilities can bridge or close the gaps within their reading deficiencies. By continuing this model at Croton, students will improve ELA proficiency. By providing students with disabilities with inclusive opportunities, they will have greater access to instruction with their general education peers.
Action Step	
Description	<ol style="list-style-type: none"> 1. All teachers will plan collaboratively to build literacy skills for Croton students. A focus will be on intervention and the lowest twenty-five percent. 2. All teachers will collaborate to integrate science and social studies in their language arts block to build concept understanding using rigorous texts and reading strategies. 3. All teachers, the literacy coach and administration will meet regularly to monitor student data, problem solve and plan intervention for the students who fall within the lowest twenty-five percent. 4. Administration will provide professional development for all teachers related to Standards Focus Boards, Literacy, i-Ready, and the MTSS process. 5. Administration will provide collaborative planning opportunities for teachers to work with their grade level teams to prepare and plan standards aligned instruction based on student

- data. All teachers will meet to include ESE in response to our BPIE results.
6. Students will complete phonemic awareness, phonics, fluency, vocabulary, and comprehension activities.
 7. Students will utilize the Expanding Expressions Tool and Thinking Maps to help build vocabulary, text coding and writing skills.
 8. Teachers, administrators, and parents will meet to review student progress in ELA skills.

Person Responsible

Brittini Guido (guido.brittini@brevardschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

The school wide initiatives Croton will continue to utilize are:

- Expanding Expressions Tool - ensures vocabulary is being developed. The Expanding Expressions Tool will also be used to text code and build responses with writing.
- Thinking Maps across all content areas to show conceptual understanding of strategies through patterns.
- Positive Behavior Intervention Support (PBIS) that supports rewarding positive behavior in meeting our school-wide expectations.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Croton will build positive relationships with parents, families, and other community stakeholders by providing opportunities for them to be involved in making decisions in regards to our Title I program. We will host an Annual Meeting to offer assistance in understanding the state standards and how families can support Croton students and their achievement. Based on parent survey results, Croton will host several events that will allow families to learn how they can encourage and support their children at home. We will provide information in a format and language that parents can understand and offer information in other languages when feasible. Croton will host a Community Meeting that allows families and community stakeholders the opportunity to evaluate our Title I program and offer feedback for changes.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Croton meets the social-emotional needs of all students by conducting Circles in classrooms and incorporating Character Education into lessons. We utilize Positive Behavioral Interventions and Support (PBIS) to encourage students to make positive choices in their everyday actions. We utilize mentors as well as counseling groups to help students with their social-emotional needs. Croton implements goal setting with students and encourages them to utilize strategies learned to meet their goals.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Croton hosts a Kindergarten Orientation that informs students and families about our school what to expect during the Kindergarten year. They are provided suggestions of activities to do at home in preparation for the upcoming year. Croton hosts a Middle School Transition Event where families and students are invited to learn about the various Middle School options available to be meet the needs of their children.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Title I budget is reviewed and utilized when creating the Title I framework. All resources are aligned to meet student achievement needs. Some funds paid for with Title I that directly impact our SIP Focus areas include employing three teachers- one that teaches Science with classroom teachers and two that provide assistance in Reading and Math. In addition, we have two assistants that provide support with students in Reading and Math.

Title I funds also provide for Eureka Math in 6th grade, i-Ready Reading K-6, and other research-aligned materials. Furthermore, substitutes are hired in order for teachers to collaboratively plan and/or receive professional development. The Title I budget also allocates money to provide opportunities for Family and Community Engagement. Some items that received funding are translation devices, books for parents, and events that provide information on instructional programs. Another element associated with the Title I budget is out of school field trips that include the entire school exploring the zoo, students in fourth grade discovering our local ecosystem through Lagoon Quest, third through 6th grade college trips, and fifth grade attending zoo school for a week. The principal and Title I teachers meet weekly to determine needs and possible solutions already on hand to meet those needs, whether it be people or materials.

Select students are also invited to be part of our Academic Support Program. Although Title I funds are not utilized for this program, we make sure to maximize our existing resources through this program.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Science and Engineering Fair

Sixth grade roll up meetings at middle schools

Middle and high school field trips

Teacher promotion of colleges to include third through sixth grade students attend College Field Trips