
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	21
Budget to Support Goals	0

University Park Elementary School

500 W UNIVERSITY BLVD, Melbourne, FL 32901

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

Demographics

Principal: Ana Diaz

Start Date for this Principal: 7/1/2017

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)	88%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p style="margin: 0;">Black/African American Students</p> <p style="margin: 0;">Economically Disadvantaged Students</p> <p style="margin: 0;">English Language Learners</p> <p style="margin: 0;">Hispanic Students</p> <p style="margin: 0;">Multiracial Students</p> <p style="margin: 0;">Students With Disabilities</p> <p style="margin: 0;">White Students</p>
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: D 2015-16: C 2014-15: D 2013-14: C
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

To empower students with a love for learning in a safe and caring learning environment.

* Revised August 2017

Provide the school's vision statement

All students making a year's worth of learning gains in a year's worth of time.

* Revised August 2017

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
Diaz, Ana	Principal	Design systems and structures that support our vision for excellent instruction for ALL students. Ensure that all stakeholders are involved and the decision making process and align resources to support the action plan. Lead evaluation of School Improvement Plan.
Svendsen, William	Assistant Principal	
Shah, Sejal	Instructional Coach	<p>Support Implementation of School Improvement plan with Math Coaching and Math Interventions.</p> <p>Support teachers with Collaborative Planning and Implementation of Florida Standards with fidelity.</p> <p>Provides teachers support that will improve teaching and learning - including: teaching strategies, assessment of math skills, interpretation, and use of assessment results, etc.</p> <p>Provides information and guidance regarding a range of effective and innovative math practices through various activities such as: individual discussions (informal and formal), coaching sessions, demonstration lessons with pre- and post- discussion/analysis, study groups, staff meetings, and professional development programs.</p> <p>Models lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.</p> <p>Provides PD development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards (alignment).</p> <p>Assists in identifying appropriate instructional strategies and interventions to improve student achievement for all students.</p>
Preston, Laurel	Instructional Coach	<p>Guide teachers to collect and analyze data and develop action plans in response to determined student needs.</p> <p>Provide individualized, classroom-based support to implement comprehensive program. This will include modeling of best teaching practices.</p> <p>Oversee the school's assessment procedure, training, data collection and collaborate with the principal to complete reports due.</p> <p>Coordinates and facilitates various professional development opportunities for teachers at school and district level.</p>
Miller, Annie	Instructional Coach	
Shorts, Kristi	Teacher, ESE	Work with assigned classroom teachers and curriculum coaches to plan and deliver instruction to students with an IEP. Assess

Name	Title	Job Duties and Responsibilities
		needs of individual students and use the data and information to determine a plan to best meet each child's individual needs.
Nicolette, Theresa	Teacher, K-12	Works with students providing English instruction. Collaborates with classroom teachers to develop a curriculum that takes an overall approach to English study focusing on a specific aspect of language use, such as life skills, and literacy.. This involve teaching students basic English skills, such as listening, reading, writing and speaking.
Wells, Tracy	Guidance Counselor	Positive Behavior Support Coach , Social Emotional Learning Coach,helps and provides support to students' concerns about academic, emotional or social problems,Helps students' process their problems and plan goals and action,Mediate conflict between students and teachers,Improve parent/teacher relationships Organize peer counseling programs,Refer students to psychologists and other mental health resources

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	79	62	54	52	54	51	75	0	0	0	0	0	0	427
Attendance below 90 percent	13	8	10	7	5	14	11	0	0	0	0	0	0	68
One or more suspensions	5	1	2	2	3	2	8	0	0	0	0	0	0	23
Course failure in ELA or Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	4	30	23	32	0	0	0	0	0	0	89

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	3	1	1	2	7	9	10	0	0	0	0	0	0	33

The number of students identified as retainees:

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

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

46

Date this data was collected or last updated

Monday 9/2/2019

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	41%	62%	57%	47%	60%	56%
ELA Learning Gains	45%	60%	58%	57%	54%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	59%	57%	53%	32%	46%	48%
Math Achievement	35%	63%	63%	44%	62%	62%
Math Learning Gains	49%	65%	62%	50%	59%	59%
Math Lowest 25th Percentile	38%	53%	51%	38%	49%	47%
Science Achievement	35%	57%	53%	32%	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	79 (0)	62 (0)	54 (0)	52 (0)	54 (0)	51 (0)	75 (0)	427 (0)
Attendance below 90 percent	13 ()	8 ()	10 ()	7 ()	5 ()	14 ()	11 ()	68 (0)
One or more suspensions	5 ()	1 (0)	2 (0)	2 (0)	3 (0)	2 (0)	8 (0)	23 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	2 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	4 (0)	30 (0)	23 (0)	32 (0)	89 (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	40%	64%	-24%	58%	-18%
	2018	42%	63%	-21%	57%	-15%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	38%	61%	-23%	58%	-20%
	2018	48%	57%	-9%	56%	-8%
Same Grade Comparison		-10%				
Cohort Comparison		-4%				
05	2019	36%	60%	-24%	56%	-20%
	2018	28%	54%	-26%	55%	-27%
Same Grade Comparison		8%				
Cohort Comparison		-12%				
06	2019	31%	60%	-29%	54%	-23%
	2018	54%	63%	-9%	52%	2%
Same Grade Comparison		-23%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	20%	61%	-41%	62%	-42%
	2018	38%	62%	-24%	62%	-24%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2019	39%	64%	-25%	64%	-25%
	2018	34%	59%	-25%	62%	-28%
Same Grade Comparison		5%				
Cohort Comparison		1%				
05	2019	37%	60%	-23%	60%	-23%
	2018	36%	58%	-22%	61%	-25%
Same Grade Comparison		1%				
Cohort Comparison		3%				
06	2019	33%	67%	-34%	55%	-22%
	2018	54%	68%	-14%	52%	2%
Same Grade Comparison		-21%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	35%	56%	-21%	53%	-18%
	2018	33%	57%	-24%	55%	-22%
Same Grade Comparison		2%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	27	37	21	37	33	14				
ELL	32	48		32	57						
BLK	25	45	69	21	42	37	19				
HSP	29	38		25	38						
MUL	44	54		25	46						
WHT	52	42	50	48	56	20	58				
FRL	38	44	60	33	49	39	30				

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	12	20	14	17	24	15					
ELL	30	54	43	40	46	30					

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	30	40	28	29	47	43	20				
HSP	29	47		24	40						
MUL	47	76		50	56						
WHT	62	67	27	56	53	31	42				
FRL	43	54	33	40	48	37	31				

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	49
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	37

Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
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	42
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	46
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

Math achievement had the lowest performance. Only 35% of students were proficient in Math (a 9% decline from previous year), 49% made learning gains (1% decline) and the bottom 25% remained stagnant at 38%. Teachers planned standard-based lessons and were provided adequate resources to teach to the standards. Walk through data and task analysis support that in classrooms where teachers understood and embedded the mathematical practices with greater consistency, students' achievement was higher. Additionally, there is a need to plan for improving foundational skills in students who are performing below grade level. The lack of foundational skills in many students encourages teachers to slow down instruction for all, diminishing the ability for all students to perform at higher levels. Another factor contributing to this decline is the increase in discipline referrals and in unexcused absences. Therefore, we will require a concerted effort to improve teacher capacity in knowledge of mathematical practices and implement a plan to provide time for foundational skills intervention in math. We will also implement a plan to improve student attendance and discipline. It also important to note, that although our school has a very healthy culture as measured by the Insight Survey (9.5%), only 49% of our classroom teachers indicated in this survey say that they believe students at our school can achieve the academic standards for their grade level, implying that teacher attitude towards students' ability to achieve is a contributing factor to this low performance in math.

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

ELA Learning Gains had the greatest decline. In 2019, 45% of students made learning gains. This is a 12% decline from 2018 when ELA learning gains were 57%. When we look at the data more closely, we recognize a missed opportunity for students that remained at Level 2 for 2 consecutive years. In addition, many students who were level 3 or higher did not make adequate gains and some dropped. In the past two years, a lot of our work has been in creating a solid structure for collaborative planning and providing intervention to students who struggle with consistency and precision. When we look at the walk-through and task analysis data, we see a need for teachers to provide clarity to students of the criteria for success and to intentionally plan for opportunities for students to make sense of the text through planned discussion and written response. It is also evident that teachers do not always provide students with feedback that is timely and helps them get closer to the criteria for success. Teachers whose students achieved at higher levels tend to implement small group instruction with higher consistency and intentionality with scaffolding and a plan for gradual release of responsibility.. Students not making gains also tend to have a higher tendency to be absent and be out of the classroom due to discipline issues. Again, our Insight Survey indicates that only 49% of our classroom teachers believe students at our school can achieve academic standards for their grade level.

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

When compared to the state average the greatest gap is in the area of math proficiency. The state's average is 60%, while the school's is at 35%. Teachers planned standard-based lessons and were provided adequate resources to teach to the standards. Walk through data and task analysis support that in classrooms where teachers understood and embedded the mathematical practices with greater consistency, students' achievement was higher. Additionally, there is a need to plan for improving foundational skills in students who are performing below grade level. The lack of foundational skills in

many students encourages teachers to slow down instruction for all, diminishing the ability for all students to perform at higher levels. Another factor contributing to this decline is the increase in discipline referrals and in unexcused absences. Therefore, we will require a concerted effort to improve teacher capacity in knowledge of mathematical practices and implement a plan to provide time for foundational skills intervention in math. We will also implement a plan to improve student attendance and discipline. It also important to note, that although our school has a very healthy culture as measured by the Insight Survey (9.5%), only 49% of our classroom teachers indicated in this survey say that they believe students at our school can achieve the academic standards for their grade level, implying that teacher attitude towards students' ability to achieve is a contributing factor to this low performance in math.

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

The bottom 25% in the area of ELA showed the most improvement. Our students made 59% gains in ELA, which was a 27% gain from the previous year for our school and places us ahead of the state (45%) and the district (47%) in this area. We believe that this is a direct result of the strong process for Walk to Intervention and problem solving through the MTSS process. Scheduled time for intervention is planned daily. The students are identified within the first few weeks of entering school. An all "hands on deck" approach has been put in place to ensure that the groups created have the specific instruction required to build the skills needed to move through the ELA skills continuum. Every month, teams meet to discuss student progress where ongoing progress monitoring data is reviewed and decisions are made to regroup students. During OPM meetings it is decided if students need additional support in the same area of deficiency or if they are to move to a different group. If a student is not responding to the intervention, the team determines if additional data needs to be gathered to ensure that the student is receiving the accommodations and support needed to be successful in school.

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

A big area of concern on the EWS is the number of students with attendance below 90%. Out of 427 students, 68 had less than 90% attendance. In addition to the number of students with high numbers of absences, we also have a number of students who come to school tardy or check out of school early. This loss of learning time not only affects the students with absences, but it makes teaching difficult, as there are always students who have not received consistent instruction on the standards being taught.

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

1. Improve student proficiency and gains in ELA
2. Improve student proficiency and gains in math
3. Improve student proficiency in Science
4. Decrease achievement gap for students with disability
5. Improve Social Emotional Support for all students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve ELA proficiency and learning gains for all students
Rationale	Three years of FSA data shows that UPE continues to struggle to bring proficiency levels to 50% or better and to increase learning gains in ELA. UPE has continued to below the State (57%) and the District (62%).
State the measureable outcome the school plans to achieve	ELA proficiency will increase from 41% to 56%; ELA learning gains will improve from 45% to 55% and ELA lowest 25% learning gains will improve from 59% to 65%.
Person responsible for monitoring outcome	Laurel Preston (preston.laurel@brevardschools.org)
Evidence-based Strategy	<p>University Park will continue to work on increasing teacher clarity in instruction by revisiting concepts from Visible Learning for Literacy and increasing knowledge about success criteria as a part of that clarity. Currently, teachers have become very knowledgeable about standards based instruction, use of a focus board to help guide planning and instruction, and creating end tasks that align to standards. We now need to focus on developing the success criteria for both learning goals and final tasks so both teachers and students have a clear understanding of what mastery of a standard looks like.</p> <p>When students have clarity of what they need to learn and how they will demonstrate that they have learned it, they will achieve at higher levels. Teachers at UPE have a strong collaborative planning structure and now need to be more aware of how they plan for involving students in understanding how mastery is measured and where they are in relation to mastery. This teacher clarity around success criteria will make feedback to students more meaningful and help students see where they are in relation to the final outcome.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will be trained on incorporating success criteria into their checks for understanding to increase teacher clarity 2. Teachers will add success criteria to their focus boards in their checks for understanding 3. Leadership will conduct classroom observation and feedback with a focus on teacher clarity in the focus board and in feedback to students 4. Leadership and teachers will analyze student task and calibrate feedback according to success criteria 5. Teachers will meet with students to give feedback and lead them to creating academic goals 6. Coach will provide teachers with coaching cycle support based on observation and/or teacher request 7. Administration will hire additional support staff to support intervention and enrichment 8. iReady trainers will provide Professional Development for teachers, leaders and collaborative planning facilitators 9. District and school level staff will conduct instructional reviews to identify

trends and next steps in standard aligned instruction

10. Instructional Coach will model and provide instructional support in the area of student discourse to increase student engagement, collaboration and critical thinking

11. Families will be provided with summer extended learning opportunity for students not meeting proficiency through summer program utilizing Think-Stretch program and Saturday school

12. Community Stakeholders will provide mentors for students in 3rd graders at the risk through school-community partnerships

**Person
Responsible**

Laurel Preston (preston.laurel@brevardschools.org)

#2	
Title	Improve math proficiency and learning gains for all students
Rationale	Three years of FSA data shows that UPE continues to struggle to bring proficiency levels to 50% or better and to increase learning gains in the area of math. UPE has continued to below the State (63%) and the District (62%).
State the measureable outcome the school plans to achieve	Math proficiency will increase from 35% to 62%; math learning gains will improve from 49% to 59% and ELA lowest 25% learning gains will improve from 38% to 47%.
Person responsible for monitoring outcome	Sejal Shah (shah.sejal@brevardschools.org)
Evidence-based Strategy	To improve teacher capacity in knowledge of mathematical practices and the importance of building conceptual understanding in every student and engaging students in awareness of where they are and where they need to be to reach mastery.
Rationale for Evidence-based Strategy	Teacher expectation and knowledge are at the root cause of this learning deficit. Professional development and coaching on how to utilize diagnostic questions to determine where gaps exist and take action during whole group and small group instruction to relate foundational standards to new standards.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will be trained on utilizing research based math strategies in the classroom. During collaborative planning they will watch videos of on how to use these strategies in a math lesson. This will help in implementation of the math curriculum with fidelity 2. Using these data from diagnostics and formative assessment teachers will be able to differentiate instruction, provide remediation to students who are struggling , addressing misconceptions and/or missing foundational skills 3. Teachers will observe other teachers outside of school and their peers within the school. Once the observation is complete the math coach and the teacher will develop a implementation plan for upcoming lessons in the classroom 5. Math Coach will work with teacher to provide coaching cycle support to teachers identified as need support or teachers who request support 6. Leadership will provide observation and feedback to instructional staff 7. Leadership will analyze student tasks with teacher feedback to students and will provide feedback to teachers 8. Teachers will guide students in looking at achievement levels and creating goals for self-improvement 9. District and school level staff will conduct instructional reviews to identify trends and next steps in standard aligned instruction 10. Instructional Coach will model and provide instructional support in the area of student discourse to increase student engagement, collaboration and critical thinking 11. Families will be provided with summer extended learning opportunity for

students not meeting proficiency through summer program utilizing Think-Stretch program and Saturday school
 12. Community Stakeholders will provide mentors for students in 3rd graders at the risk through school-community partnerships

Person Responsible Sejal Shah (shah.sejal@brevardschools.org)

#3

Title Improve science proficiency for all students

Rationale At 35% proficiency, science proficiency levels continue to be below the state (68%) and district (60%).

State the measureable outcome the school plans to achieve Science proficiency will increase from 35% to 55%.

Person responsible for monitoring outcome William Svendsen (svendsen.william@brevardschools.org)

Evidence-based Strategy Writing in the content areas, hands-on learning, assessment driven instruction.

Rationale for Evidence-based Strategy There is a need for teachers to look at student assessment data to drive science instruction. There is a lack of consistency in science instruction though out the grade levels. Students need to be doing science that is relevant to the grade level and scaffold for understanding.

Action Step

1. Science block instruction expectation to be clarified to all
2. Provide professional development on utilizing science diagnostics as tool to guide instruction and writing across the content area
3. Provide teachers with instructional tools and hands-on materials to bring science to life
4. Leadership will analyze students tasks and provide feedback to teachers for improvement
5. Conduct regular teacher data chats utilizing science assessments to determine differentiation and scaffolding needed
6. Harris Super Science Saturday for students enrichment and remediation as well as teacher professional development
7. Teachers will administer pre-tests and analyze results to determine gaps in learning and plan instruction
8. Teachers will administer post-tests after focused instruction and analyze results determine level of mastery

Person Responsible William Svendsen (svendsen.william@brevardschools.org)

#4	
Title	Decrease achievement gap for students with disability
Rationale	For two consecutive years our students with disabilities have fallen below the federal standard of 41% overall achievement. Only 17% of students meeting this requirement in 2018 and 26% in 2019. In addition, the BPIE indicates that there is a need for data chats to be conducted with students to create a strong accountability for high expectations.
State the measureable outcome the school plans to achieve	University Park Elementary will improve achievement for students with disabilities by at least 15% by increasing from 26% to 41%.
Person responsible for monitoring outcome	Annie Miller (miller.annie@brevardschools.org)
Evidence-based Strategy	We will continue work on Growth Mindset as a school-wide strategy, as well as learning and incorporating structures from "The Attitude Gap." The Insight Survey indicated that only 49% of teachers believe that students can achieve at grade level standards. In addition, many of the students who struggle academically have adopted a flight or fight attitude about school work and do not persevere through challenging expectations. Our students with disabilities need to adopt a different attitude about school work and a growth mindset about their learning. It is also imperative that their teachers believe in them, model a growth mindset and encourage them to persevere when they struggle. Last year, the school engaged in a book study on Growth Mindset by Karen Dweck. This year, we will continue that work and engage in a book study on "The Attitude Gap," by Baruti Kafele.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. All instructional staff will view video by Principal Kafele on The Attitude Gap followed by reflection and PD on Growth Mindset and school data 2. All teachers will engage in book study on The Attitude Gap by Principal Kafele. 3. Teachers will lead student-teacher conferences on current achievement and goal setting utilizing iReady/FSA data and help all students create a plan of action 4. Weekly data meetings will be held to discuss students' progress - Strategy Action Meetings (SAMs) 5. Plan for intervention and/or additional diagnostics will be developed during SAMs 6. Support for all students with disability will be prioritized based on Tier II or III need - push in, pull out and inclusion models will be employed 7. Strategically plan on more inclusive practices for students with disability to spend more time with their peers
Person Responsible	Annie Miller (miller.annie@brevardschools.org)

#5	
Title	Improve social emotional support for all students
Rationale	The past two years reveal an increase in discipline referrals. Student time on task and in the classroom is critical to their academic success.
State the measureable outcome the school plans to achieve	<p>In the 2018-2019 school year 88% of discipline referrals were written for the following offenses: disruptive behavior, willful disobedience and physical aggression.</p> <p>During the 2019-2020 school year the percentage of referrals in those areas will decrease by 10%, from 88% to 78%.</p> <p>In the 2018-2019 school year, 16% of students had less than a 90% attendance rate, missing 18 days or more of school.</p> <p>During the 2019-2020 school year, the attendance rate will increase by 10%.</p>
Person responsible for monitoring outcome	Tracy Wells (wells.tracy@brevardschools.org)
Evidence-based Strategy	Restorative Practice Training, Sanford Harmony, High Five
Rationale for Evidence-based Strategy	Our school is a Positive Behavior Interventions System school. However, there was a need to revise expectations to match Growth Mindset concepts. In addition, many of our students who struggle academically are also in personal crisis. During the 2018-2019 school year, 113 students were identified as in transition. These factors, make the need for a concerted effort to improve the quality of social emotional support to our students with strategic intent.
Action Step	
Description	<ol style="list-style-type: none"> 1. Revamp and rejuvenate the school-wide expectations and PBIS program 2. Train staff in Restorative Practice, Sanford Harmony and CPI de-escalation 3. Provide staff with coaching on creating and implementing a "Safe Place" in the classroom for students to de-escalate and Behavior Intervention Plans and Tier 2 interventions for those students not responding to the school-wide expectations. 4. Guidance Counselor, Social Worker and Eckerd Prevention Specialist will provide lessons to all students utilizing Second Step, Zones of Regulation and High Five Curriculum 5. Guidance Counselor, Social Worker and Eckerd Prevention Specialist will provide small group counseling to identified students for specific areas such as conflict resolution, grief, anger management, etc. 6. Parents will be invited to participate in several Title I and Eckerd Nights to share with them strategies for academic success and social emotional development
Person Responsible	Tracy Wells (wells.tracy@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)

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 Schoolwide Improvement Plan 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

University Park Elementary works on building positive relationships with families by:

1. Holding an annual Open House;
2. Teachers make positive phone calls to parents and send post cards to welcome students to class;
3. Holding several parent nights to share social emotional and academic strategies with parents;
4. Conducting surveys to gather information on what parents want and need;
5. Providing translators when needed for our Spanish and Arabic speaking parents;
6. Monthly newsletter;
7. School website;
8. Teaching our parents how to log onto and use FOCUS to stay inform
9. Providing resources for our parents through our Parent Resource Room, Eckerd Partnership, Social Worker and partnerships with Community of Hope, Kinder Konsulting and Lifetime Counseling Center
10. A solid MTSS team has been created to continually monitor the process put in place and make suggestions for improvement. This team is comprised of faculty, staff, parents and community partners.

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

The first 15 minutes at the start of the day are dedicate to community building in the classroom. Teachers utilize Sanford Harmony curriculum to guide conversations that help students build respect for one another through conversation. We are a Positive Behavior Support school and this year, through a grant, we were able to acquire the support of an Eckerd Intervention Specialist who teaches very specific lessons to our students in 3rd to 6th grade on social emotional development. In addition, our school guidance counselor and social worker work with Prek-2nd grade on specific lessons. To ensure students not responding to our Tier I social emotional plan, all three work with small groups and individual students who may need additional support. To assist students who we have identified as in need of Tier III support in this area, we have an MTSS Coordinator, who helps the teachers write and implement Behavior Intervention Plans. Both of the agencies who

have partnered with us to provide individual weekly support, have been provided a space to work with students and stay in contact with us on students' progress and concerns.

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

University Park Elementary holds a parent orientation to Kindergarten and PreK in the Spring. During this time, parents meet teachers, learn about the curriculum, what to expect and how to prepare their children for the first day of school. Prek teachers make home visits the week before school starts, they also have an Open House the first day of school. Kindergarten teachers meet with each child and their parent individually the week before school starts and have an Open House within the first month of school. Sixth grade teachers are in communication with the middle school and provide several points of contact for the parents. In the fall, 6 students who were students at UPE return from middle school to be part of a panel and provide our 6th graders with answers to their questions on what to expect in middle school. Counselors visit our teachers to ensure that they are informed of the opportunities our students will have in MS. They also meet with students and parents. Sixth graders visit their middle school in the spring to take a tour and meet the team that is eager to welcome them. During that time, students meet with counselors and make selections for possible extra curricular activities.

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

All allocations earned through FTE are utilized to ensure class size requirements are met, ESE and ELL services are provided. In addition, support such as counselor, gifted teacher and MTSS/ESE Coordinator that help enhance the support provided to all students are hired. Title I funds are used to hire instructional coaches who support teachers with planning, data mining, creating intervention groups and provide onsite professional development and coaching, interventionists and instructional assistants that work with Tier 3 and 2 students during the Response to Intervention time. Grants have been sustained to provide additional enrichment, such as STEM in K, Eckerd Intervention Specialist, MTSS clerk and Social Worker. The principal, the bookkeeper and the Title I Contact work together to ensure that the money is spent wisely in timely manner. Dollars are allocated for parent engagement activities, professional development and resources needed to continue to support 21st Century technology in the classroom. The School Advisory Council and stake holders surveys and student academic achievement data are utilized to determine needs and area of focus.

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

UPE has established partnerships with Florida Institute of Technology. FIT students provide Girls In STEM and Girls Who Code as extra curricular activities for our students. Al Dia Today newspaper publisher mentors our students in the art of journalism and sponsors their quarterly newsletter. Students who work with him learn how to brain storm and determine relevant news, how to conduct an interview, how to organize their thoughts and produce a published product. Wolf Trap Institute grant has been obtained to provide a full week of

STEM in Kindergarten with an evening of learning for all of our families through a 1 hour family involvement workshop.