
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	13
Positive Culture & Environment	0
Budget to Support Goals	0

Coquina Elementary School

850 KNOX MCRAE DR, Titusville, FL 32780

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

Demographics

Principal: Blair Lovelace B

Start Date for this Principal: 8/18/2022

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* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2020-21: (43%) 2018-19: C (49%) 2017-18: C (46%)
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.

To educate all students while expecting excellence from all staff members and students. (Revised 2022-23)

Provide the school's vision statement.

Coquina Elementary School will provide a quality education to all students by communicating, problem-solving and encouraging one another. We do it through our commitment to collaboration, teamwork and performance. (Revised 2022-23)

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
Lovelace, Blair	Principal	Supervise the operation and management of all activities and functions within the school setting. Provide leadership, delegate leadership responsibilities, and promote team decision making within the professional learning community of Coquina. Analyze performance data and current educational research to provide standards based instruction along with character education instruction. Gather feedback and input from students, staff members, parents and community members to make decisions that improve instructional delivery, student mastery of standards and the social well-being of the Coquina community. Create a school culture that values problem-solving, discussion and transparency to solve underlying barriers that may arise. Manage all aspects of a healthy campus through fiscal responsible decisions, campus safety measures, hiring new employees, retaining highly qualified teachers, and ensure a clean well-maintained campus. Monitor classroom instructional practices through observations, timely feedback, and conversations to develop highly-qualified instructors.
Miner, Jami	Assistant Principal	Delivery of instructional guidance by providing research based curriculum materials. Analyzing data while guiding instructional staff to understand and adapt instruction based on performance data. Observing and providing feedback to improve instructional delivery. Assist classroom teachers when implementing school-wide initiatives and provide support to ensure all stakeholders consistently utilize instructional and character curriculum. Oversee ESOL, scheduling and the mentor teacher program for new hires.
Rivera, Arianne	Reading Coach	Provide English Language Arts professional development to instructional staff to address the needs of all learners. Facilitate discussions that analyze data and drive instructional delivery to meet the standards. Utilize the coaching cycle to observe and provide feedback to instructional staff. Provide input in the MTSS process to ensure fidelity of strategies for at risk students.

Demographic Information

Principal start date

Thursday 8/18/2022, Blair Lovelace B

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.*

4

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

547

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

10

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

5

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	67	82	76	63	70	70	86	0	0	0	0	0	0	514
Attendance below 90 percent	13	19	19	5	16	19	22	0	0	0	0	0	0	113
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	22	7	6	1	2	2	0	0	0	0	0	0	40
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	5	14	15	20	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	14	19	26	0	0	0	0	0	0	63
Number of students with a substantial reading deficiency	0	22	7	5	14	15	20	0	0	0	0	0	0	83

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	1	3	1	3	3	6	8	0	0	0	0	0	0	25

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	7	22	7	6	1	2	2	0	0	0	0	0	0	47
Students retained two or more times	0	0	0	4	0	2	5	0	0	0	0	0	0	11

Date this data was collected or last updated

Thursday 8/18/2022

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	71	88	55	68	69	75	69	0	0	0	0	0	0	495
Attendance below 90 percent	11	29	10	15	15	18	11	0	0	0	0	0	0	109
One or more suspensions	1	6	2	3	3	10	3	0	0	0	0	0	0	28
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	1	2	5	0	0	0	0	0	0	0	0	0	8
LEVEL 1 ON 2021 FSA ELA	0	0	0	7	17	23	13	0	0	0	0	0	0	60
LEVEL 1 ON 2021 FSA MATH	0	0	0	3	17	28	19	0	0	0	0	0	0	67

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	2	5	16	24	14	0	0	0	0	0	0	62

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	5	16	9	8	9	2	0	0	0	0	0	0	0	49
Students retained two or more times	0	0	0	3	3	3	0	0	0	0	0	0	0	9

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	71	88	55	68	69	75	69	0	0	0	0	0	0	495
Attendance below 90 percent	11	29	10	15	15	18	11	0	0	0	0	0	0	109
One or more suspensions	1	6	2	3	3	10	3	0	0	0	0	0	0	28
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	1	2	5	0	0	0	0	0	0	0	0	0	8
LEVEL 1 ON 2021 FSA ELA	0	0	0	7	17	23	13	0	0	0	0	0	0	60
LEVEL 1 ON 2021 FSA MATH	0	0	0	3	17	28	19	0	0	0	0	0	0	67

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	2	5	16	24	14	0	0	0	0	0	0	62

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	5	16	9	8	9	2	0	0	0	0	0	0	0	49
Students retained two or more times	0	0	0	3	3	3	0	0	0	0	0	0	0	9

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	50%			45%			45%	62%	57%
ELA Learning Gains	62%			52%			51%	60%	58%
ELA Lowest 25th Percentile	57%			50%			51%	57%	53%
Math Achievement	50%			37%			42%	63%	63%
Math Learning Gains	69%			44%			61%	65%	62%
Math Lowest 25th Percentile	58%			23%			56%	53%	51%
Science Achievement	41%			53%			35%	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	53%	64%	-11%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	40%	61%	-21%	58%	-18%
Cohort Comparison		-53%				
05	2022					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-40%				
06	2022					
	2019	43%	60%	-17%	54%	-11%
Cohort Comparison		-43%				

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	33%	61%	-28%	62%	-29%
Cohort Comparison		0%				
04	2022					
	2019	45%	64%	-19%	64%	-19%
Cohort Comparison		-33%				
05	2022					
	2019	32%	60%	-28%	60%	-28%
Cohort Comparison		-45%				
06	2022					
	2019	60%	67%	-7%	55%	5%
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	37%	56%	-19%	53%	-16%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-37%				

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	13	49	35	20	53	48	15				
ELL	50			25							
BLK	42	54	50	44	77	67	33				
HSP	50	61		42	64						
MUL	42	63		50	65						
WHT	55	65	67	56	69	61	48				
FRL	50	67	61	50	71	63	43				
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	23	29	20	16	25	13	30				
BLK	41	33		20	29						
HSP	40	60		38	50		53				
MUL	39			33							
WHT	49	54	48	43	43	13	53				
FRL	45	59	56	38	45	19	53				
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	18	43	45	16	51	50	20				
BLK	37	37	36	39	66	77	38				
HSP	56	63		34	47						
MUL	57	35		48	65						
WHT	42	57	54	44	61	43	41				
FRL	42	54	53	37	58	54	35				

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	55
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	50
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	42
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	52
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	54
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	55

Multiracial Students	
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	60
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	58
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?

1. Coquina improved from 45% to 50% of students scoring 3+ Proficiency on 2022 FSA ELA in grades 3-6 with 62% of students making learning gains.
2. Coquina improved from 37% to 50% of students scoring 3+ Proficiency on 2022 FSA Math in grades 3-6 with 69% of students making learning gains.
3. However, Coquina 2022 Science Proficiency dropped from 53% proficiency to 41% proficiency.
4. Grade level progress monitoring data (iReady) indicates 79% of kindergartners, 44% of first graders and 51% of second graders were OGL in Reading. 56% of kindergartners, 51% of first graders and 39% of second graders were OGL in Math. This trend data continues to indicate a priority action needs to be in place to improve instructional delivery in grade K-2.

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

1. Continued focus on ELA and Math instruction in grades 3-6 will be a priority focus to increase OGL performance.
2. The greatest need for improvement is in the area of Science and K-2. Science OGL proficiency dropped 12% points from 2021 to 2022. iReady end of year data indicates an increase of OGL proficiency in ELA. K-3% points, 1st-12% points and 2nd- 5% points. While this increase is positive, it is not trending to rapidly enough to prepare students for reaching proficiency. In math, K decreased by 8% points, 1st increased by 19% points and 2nd increased by 8% points. Again the increase in 1st and 2nd indicate growth but not significant to close the gaps necessary.
3. Coquina's ESSA subgroup, Students with Disabilities, continues to indicate need for improvement. 33% of students with disabilities are mastery grade level content.

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

1. Contributing factors to this drop is employee vacancies. Coquina lost coaching opportunities due to placing the science coach in a classroom full time and the Literacy and math coaches covering vacant classrooms.
2. Currently, Coquina continues to have vacant classroom positions. Teacher leaders as coaches has been implemented. New teachers will be provided opportunities to view mentor classrooms and work together to improve instruction. Planning, observations and feedback from mentors and administration will be increased.
3. Students with Disabilities often miss core instruction in science and social studies. Coquina will implement more inclusive classroom support services.

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

FSA Math Assessment data indicates knowledge of mathematical concepts had the most improved. Student learning gains rose from 44% to 69% and the lowest 25% learning gains rose from 23% to 58%. Coquina continues to struggle to trend with BPS and state norms.

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

1. Instructional delivery was the action that improved FSA Math Assessment. The Math coach worked closely with math teachers providing the coaching cycle to all 3-6th grade teachers.
2. Strategic work with Tier 2 math interventions also helped to close gaps and allow student access to OGL standards.

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

All students will receive on grade level instruction and be assessed to determine missing content that can be targeted to meet the on-grade level standards.

1. Students will receive Tier 1 standards aligned instruction utilizing approved Florida instructional materials, Florida Benchmark Advance 2022 (K-5) and Florida Edition myPerspectives Florida (Grade 6) in ELA. (HB7011)
2. Students will receive Tier 1 standards aligned instruction utilizing approved Florida instructional materials, Reveal (K-5), and EDGEMS (Grade 6), in Math. (HB7011)
3. Gaps in student learning will be identify through progress monitoring, (F.A.S.T.) and targeted with research evidence based Tier 2 & 3 support from iReady and 95 Percent Group Interventions(HB7011).
4. Continued focus to improve "Number Sense" in all grade levels focusing on strategic skills of Numbers

and Operations and accelerating learning with iReady math through teacher assigned lessons. Additional progress monitoring to reteach lessons that are not mastered.

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.

1. Professional development (PD) to ensure Reveal and EDGEMS is utilized with fidelity during first year of adoption. During pre-planning staff members received training on the new program. Program monitoring by administration and math leadership team to determine support teachers need. Math Leadership Team will provide PD or support for teachers.
2. PD to support new staff members with implementation of Florida Benchmark Advance 2022. Literacy Coach will plan with new staff members.
3. PD to utilize iReady (HB7011) to target ESSA categories and close gaps for all students.
4. Literacy Coach will complete the coaching cycle with staff members to improve instructional delivery.
5. Science teacher leader will work closely with new staff members teaching science to improve instructional practices.
6. PD on PENDA to ensure progress monitoring and lesson assignments support Tier 1 instruction.

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

Funds will be used to purchase Conscious Discipline materials to support students with self-regulation in grade K-6.

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 ELA

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

ELA Level 3+ Proficiency

1. Proficiency rates of student 3+ as indicated by FSA-ELA in grades cohort data in grades 4-6 improved from 2021 to 2022. Grade 6 improved 3+ proficiency by 13 % points (43%-56%), Grade 5 improved 3+ proficiency by 7% points (42% -49%), and Grade 4 improved 3+ proficiency by 2% points (46%-48%). Grade 3 OGL proficiency decreased by 8% points (46-38).
2. Learning gains increased by 10% points for students in grade 4-6. Learning gains for the Lowest 25% increased by 7% points in grades 4-6.
3. iReady end of year diagnostic data indicate improved proficiency for Grade 2 by 5% points (46%-51%), Grade 1 by 12% points (32%-44%) and Kindergarten by 3% points (76%-79%).
4. August 2022 Scholastic Reading Inventory (SRI) data indicates a regression of basic reading and comprehension ability with Grade 6 demonstrating proficiency at 40%, Grade 5 at 39%, Grade 4 at 27%, Grade 3 at 42% and Grade 2 at 16%.

These skills deficits must be addressed in Tier 1 instruction and the utilization of Florida Benchmark Advance 2002 while progress monitoring with F.A.S.T. to determine deficiencies and gaps (HB7011). Additional research evidence based materials, 95 Percent Group materials will be utilized to build foundational skills (HB7011).

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

As a result of implementation of evidence based strategies and curriculum, Florida Benchmark Advance 2022, iReady, and 95 Percent Group interventions (HB7011), Coquina will increase grade level proficiency on state-wide ELA assessments (F.A.S.T.).

- Grade K- 51% OGL F.A.S.T. end of year assessment.
- Grade 1- 51% OGL F.A.S.T. end of year assessment.
- Grade 2- 55% OGL F.A.S.T. end of year assessment.
- Grade 3- 55% OGL F.A.S.T. end of year assessment.
- Grade 4- 55% OGL F.A.S.T. end of year assessment.
- Grade 5- 58% OGL F.A.S.T. end of year assessment.
- Grade 5- 59% OGL F.A.S.T. end of year assessment.

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

Targeted acceleration, through Benchmark Advance, iReady lessons, and 95 Percent Group materials (HB 7011) will be provided to all underperforming ESSA sub groups with specific attention to students with disabilities.

1. Monthly ELA data meetings will be held with grade level teachers, literacy coach, and administration to monitor student progress and ensure implementation of evidence based strategies and curriculum.
2. Classroom walk throughs by administration and literacy coach, and Leadership Literacy Team, will be implemented frequently to ensure best practices are consistent with BPS pacing guides and Decision Trees.
3. Monthly MTSS meetings will be held to monitor Tier 2 & 3 students and intervention effectiveness.

Person responsible for monitoring outcome: Blair Lovelace (lovelace.blair@brevardschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.
 1. Comprehensive instructional program for teachers (effect size .72), Deliberate practice (effect size .79). Implementation of Tier 1 Core ELA Curriculum, Florida Benchmark Advance, 2022 and Florida Edition myPerspectives Florida, 2022 (HB7011).
 2. MTSS/RTI (effect size 1.29), Interventions for students with learning needs (effect size .77), Vocabulary programs (effect size .62).
 Implementation of iReady instructional tools, 95 Percent Group interventions (HB7011).

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.
 INSIGHT data from Winter 2021 indicated that 11% of teachers felt that students in their class could master grade level standards by the end of the year.
 Based on teacher input and the disparity of students performance data, more time and collaborative planning during year two implementation of Florida Benchmark Advance (HB7011) needs to occur to build understanding of how research evidence based strategies impact student learning.

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.

Provide professional development (PD), coaching, modeling, collaborative planning and progress monitoring data analysis to all instructional staff using Florida Benchmark Advance (K-5) and myPerspectives Florida (6). (HB7011)
 Ongoing PD based on teacher and/or grade level need.

Person Responsible Arianne Rivera (rivera.arianne@brevardschools.org)

Provide PD to all instructional staff on iReady.
 Monitor use of iReady and instructional teaching of iReady toolbox.
 Facilitate data discussions on iReady data for acceleration.

Person Responsible Arianne Rivera (rivera.arianne@brevardschools.org)

Provide PD to all instructional staff on interventions (i.e. 95 Percent Group, Lexia, Read Naturally).

Person Responsible Arianne Rivera (rivera.arianne@brevardschools.org)

Monitor weekly assessment data of Benchmark Advance formative assessments and facilitate data analysis with grade levels.

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Utilize the coaching cycle with instructional staff to improve delivery of ELA instruction.

Person Responsible Arianne Rivera (rivera.arianne@brevardschools.org)

Academic Support Program (ASP) funds will be utilized to provide targeted interventions for acceleration with identified third graders.

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Support interventions with highly qualified reading endorsed teacher to deliver Tier 2 & 3 interventions in grades K-6.
 Hire part-time certified teacher to support Tier 2 & 3 students with foundational skills in grade 1. (August 2022)

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Utilize Title I funds for materials and supplies needed to implement Florida Benchmark Advance and my Perspectives. (T)

Quarterly purchases.

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Purchase technology resources including interactive whiteboards, laptops, charging stations to provide systematic use of IReady instruction, Florida Benchmark Advance and my Perspectives implementation. Purchase additional software to supplement reading instruction. (T)

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Hire instructional assistants to support Tier 2 students with assistance with academics. (August 2022)T.

Kindergarten IA- 1 IA

Grade 1 IA - 2 IAs

Grade 2 IA - 1 IA

Grade 4 & 5 IA - 2 IAs

Grade 6- 1 IA

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Plan parent engagement opportunities to support literacy development and understanding of the BEST standards. (T) (January 2023)

Ongoing

Person Responsible Arianne Rivera (rivera.arianne@brevardschools.org)

Design and schedule within the master schedule time to maximize staff implementation of Tier 2 & 3 interventions in ELA. (August 2022)

Person Responsible Jami Miner (miner.jami@brevardschools.org)

#2. 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.

Mathematics Level 3+ Proficiency
 1. The rates of students 3+ Proficiency as indicated on FSA-math in grades 3rd, 4th, 5th and 6th increased from 2020-21 to 2021-22. 50% of students at Coquina are proficient in Math based on 2022 FSA Math Achievement data indicating a 13% increase in understanding Florida Standards. Every cohort demonstrated growth in Mathematics.
 2. Coquina students with disabilities (SWD) increased 3+ Proficiency by 10% from 10% to 20%. However, 20% 3+ Proficiency remains a significant area of focus to ensure all students increased proficiency.
 3. Coquina begins implementation of two new Mathematics Tier 1 programs. Teachers will need focus and professional development to ensure explicit instruction is achieved.

Administrator observations and walkthroughs indicated that when programs are implemented with fidelity, students develop understanding of Florida Standards.

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

As a result of implementing Reveal and Ed Gems along with iReady math personalized instruction, Coquina will increase grade level proficiency on state-wide F.A.S.T. Math assessments in grades K-6.
 Grade K- 56% to 62% OGL F.A.S.T.
 Grade 1- 56% to 60% OGL F.A.S.T.
 Grade 2- 51% to 62% OGL F.A.S.T.
 Grade 3 - 39% to 55% OGL F.A.S.T.
 Grade 4 - 45% to 55% OGL F.A.S.T.
 Grade 5- 41% to 55 % OGL F.A.S.T.
 Grade 6- 47% to 55% OGL F.A.S.T.
 Targeted acceleration will be provided to underperforming ESSA grouping of SWD to increased learning gains.
 Increase SWD on grade level from 20% to 30% 3+ Proficiency.

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

End of unit assessments along with F.A.S.T. progress monitoring assessments and iReady diagnostic assessments will be monitored to ensure mastery of grade level standards.

Person responsible for monitoring outcome:

Blair Lovelace (lovelace.blair@brevardschools.org)

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

1. Deliberate practices (effect size .79), utilizing explicit, systematic instruction using Reveal and Ed Gems.
 2. iReady is supported by promising evidence according to Evidence for ESSA.

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

1. The IRIS Center at Vanderbilt University documents explicit, systematic instruction as a high yield strategy wen taught in mathematics. The strategy is shown to be effective across all grade levels and for diverse groups of students, including students with disabilities and ELLs.

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.

Analyze data and progress monitor with grade level teams bi-monthly through math data talks and MTSS.

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Provide Professional Development to all instructional staff on Reveal and EDGEMS during pre-planning. Provide on-going training monthly by teacher leader Vanessa Robb and district math coach.

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Implement collaborative planning to ensure understanding of BEST standards and instructional delivery of Reveal and EDGEMS.

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Purchase materials and supplies(T) needed to deliver explicit, systematic instruction.

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Hire mathematics instructional assistants to support Tier 2 instruction. (T)

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

#3. 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.

Science Level 3+ Proficiency
 Coquina decreased science 3+ proficiency 12% from 2021 to 2022. Even though PENDA was utilized students, OGL 3+ proficiency did not match the 49% OGL ELA performance that correlates highly to science performance.

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

As a result of implementation of standards based science instruction, Coquina will increase OGL 3+ proficiency to 54%.

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

Utilizing Brevard Public Schools district created assessments along with PENDING activity mastery reports and on-going progressing monitoring.

Person responsible for monitoring outcome:

Blair Lovelace (lovelace.blair@brevardschools.org)

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

Standards based instruction utilizing the 5E Science Inquiry Model.

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

The 5 E Instructional Model is incorporated into the BPS instructional delivery guide. Research has found that this evidence-based strategy provides flexible learning to create a constructivist, reform-based inquiry model. It further provides a science learning cycle based on d=evidence to support thinking.

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.

Purchased supplemental materials and supplies to support hands on science instruction(T).

Person Responsible

Blair Lovelace (lovelace.blair@brevardschools.org)

Provide modeling, coaching and feedback to K-6 grade teachers in the area of science.

Person Responsible

Carissa Stanton (stanton.carissa@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

1. Diagnostic 3 iReady data from 2021-22 indicates that 44% of current second graders are not on track to demonstrate OGL proficiency on statewide F.A.S.T. end of year assessment.
2. Diagnostics 3 iReady data from 2021-22 indicates that 79% of current first graders and 51% of current third graders are on track to demonstrate grade level proficiency on statewide F.A.S.T. end of year assessments.

Planning sessions need to have a clear structure to focus on alignment of benchmarks, resources, student tasks, assessments and the transfer to instruction.

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

1. 2021-22 FSA Data indicates 52% of current fifth graders and 42% of current fourth graders scored below grade level. (Levels 1 & 2)
2. Current third grade students 49% scored below grade level based on iReady end of year diagnostic.

Planning sessions need to have a clear structure to focus on alignment of benchmarks, resources, student tasks, assessments and the transfer to instruction.

Increased Primary Literacy Achievement so that gaps will not be as prominent in grades 3rd-5th.

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)

1. Short Term- From F.A.S.T PM1 to PM2, literacy achievement will increase by ____%.
2. Long Term- By the Spring of 2023 F.A.S.T., literacy achievement will increase by ____%.

Grades 3-5: Measureable Outcome(s)

1. Short Term- From F.A.S.T PM1 to PM2, literacy achievement will increase by ____%.
2. Long Term- By the Spring of 2023 F.A.S.T., literacy achievement will increase by ____%.

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.

1. F.A.S.T. Progress Monitoring 1 & 2
2. iReady Diagnostics 1 & 2
3. Walkthroughs with feedback
4. Benchmark Advance Assessments
5. Intervention Data impacting SWD priorities.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Lovelace, Blair, lovelace.blair@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?

1. Explicit instruction

*Introduces new content, concept, or skill clearly and directly

*Models/demonstrates use of the new or retaught content, concept, or skill

*Provides visual/auditory examples

*Frequent opportunities for guided and independent practice

2. Systematic instruction

*Logical progression from simple to more complex

*Conducts a cumulative review (student connections)

3. Scaffolded instruction

*Intentional, temporary support

*Open-ended questions

4. Lexia (strong level of evidence)

*Aligns with PA, Phonics, Fluency, BEST Standards

5. 95% Group (Strong level of evidence)

*Systematic and explicit instruction on foundational skills utilizing evidence based practices as listed in IES'

Practices Guides Assisting Students Struggling with Reading.

6. Corrective Feedback

*Identifies student's misunderstanding relative to the target instructional goal

7. Collaborative Planning

*Supports consistent, high-quality implementation of Benchmark Advance

8. i-Ready (promising level of evidence)

*Formative data used to differentiate instruction

9. Benchmark Advance

*All instructional materials aligned to B.E.S.T. Standards

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:

1. B.E.S.T. Standards Aligned

2. Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan

3. Meet Florida's definition of evidence-based

4. Systematic and/or Explicit

5. 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>Literacy Leadership</p> <ol style="list-style-type: none"> 1. Define roles and responsibilities of team members (coaches, teachers, administrators, district) for before, during and after common planning sessions. 2. Develop content area Planning Protocols that will delineate expectations for benchmark-aligned instructional practices. 3. Clearly communicate the expectations for planning with coaches and teachers. 4. Establish Principal-Coach partnership to specify duties and activities of the coach and how the principal will provide support. 5. Collaborate with content coaches before/after each planning. 6. Meet regularly with Literacy Leadership Team (coaches, teachers, administration) to refine practices with grade level feedback. 	<p>Lovelace, Blair, lovelace.blair@brevardschools.org</p>
<p>Literacy Coaching</p> <ol style="list-style-type: none"> 1. Lesson planning with teachers, modeling, co-teaching, engaging in reflective conversations, and engaging in data chats. 2. Identify and plan for the supports that teachers need to plan and delivery instruction. 	<p>Lovelace, Blair, lovelace.blair@brevardschools.org</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1. Teachers will use program assessments for foundational reading skills, along with DIBELS measures, PASI/PSI and/or running records to monitor reading skills development. 2. Data chats will occur regularly around Benchmark Advance, iReady, F.A.S.T. and intervention OPM 	<p>Lovelace, Blair, lovelace.blair@brevardschools.org</p>
<p>Professional Learning</p> <ol style="list-style-type: none"> 1. Literacy Coach will provide job-embedded Professional Development and coaching. 2. Identify mentor teachers and establish model classrooms. 3. Maximize time for PD by infusing small chunks during grade level data and planning sessions. Develop PD menu to maximize time to differentiate PD experiences for teachers. 	<p>Lovelace, Blair, lovelace.blair@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.

Coquina strives to build a positive school culture through student, staff, parent surveys and analysis of the data to make decisions. The annual Comprehensive Needs Assessment (CNA) team includes teachers, administration, parents and community partners which review all data and drive School Improvement Decisions. The CNA team determined communication and collaboration to be the targeted areas to address for the 2022-23 school year. The incorporation of stakeholder feedback and more opportunities to give feedback while participating in problem-solving the barriers that the Coquina school community faces was determined to be a building block for ownership and positive school culture and environment. Even though the 2021 INSIGHT survey indicated a decrease in teacher Peer Culture, the CNA team determined that the many staff members may be isolated and not aware of the supports available.

Coquina continues to focus on PBIS with the established expectations of PAWS, Positive Attitude, Always Respectful, Working Together and Self-Control. The work with Zones of Regulations has improved student ability to identify their social emotional feeling. 2022-23 work with Zones will focus on "Size of Problem". Additional professional development building understanding of Conscious Discipline will continue at Coquina.

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

1. School Advisory Council (SAC) - Provide parent and community data to make informed decisions to guide school improvement initiatives.
2. Blair Lovelace, Principal - To support and guide school improvement initiatives based on SAC feedback, parent feedback, YouthTruth student feedback, and INSIGHT teacher feedback.
3. Jami Miner, Assistant Principal - To provide training and supports to teachers, families and students that increase awareness and promote character education.
4. Karen Strickland, Guidance Counselor - To provide socio-emotional supports to students and connect parents and families to community support resources.
5. Carissa Stanton, PBIS Facilitator and Title I Parent Engagement Lead - To promote initiatives that celebrate students demonstrating positive behavior. To provide families resources and training to assist in their child's education.
6. Coquina Staff- To learn and provide socio-emotional best practices to identify and assist students in supporting character development and well being.