

Brevard Public Schools

Croton Elementary School



2020-21 Schoolwide Improvement Plan

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Croton Elementary School

1449 CROTON RD, Melbourne, FL 32935

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

Demographics

Principal: Roseann Bennett M

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (53%) 2017-18: C (49%) 2016-17: B (59%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
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

Empower every student to succeed. (Revised August 2020)

Provide the school's vision statement

A positive community of respectful, responsible, and educated citizens of tomorrow.
(Continued/ Approved August 2020)

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Bennett, Roseann	Principal	<p>Dr. Bennett is the principal of Croton Elementary and ensures that quality instruction and student safety are occurring at the school on a daily basis. She allocates human and material resources on campus to the greatest advantage in the service to students.</p> <p>Responsibilities include School Leadership Team, Progress Monitoring, Data collection, ESSA subgroup data identification, instructional coaching, professional development, student conferencing, Classroom Walkthroughs, meet with SAC, other stakeholder groups, and participation in Family Engagement activities.</p>
Kuntz-Murphy, Alicia	Instructional Coach	<p>Mrs. Kuntz-Murphy serves as a resource of professional development, progress monitoring, and student data analysis throughout Croton to generate improvement in reading instruction and achievement. Part of her role includes utilizing the Coaching Cycle to support improvement in teacher's instructional craft.</p> <p>Mrs. Kuntz-Murphy is Croton's PBiS Coach, on the School Based Leadership Team, offers intervention assistance and instructional design.</p>
Hitchcock, Amanda	Teacher, ESE	<p>As an ESE teacher, Mrs. Hitchcock works closely with all teachers and staff on inclusive practices and data tracking for students. She is a member of our BPIE team, the school's MTSS facilitator, and a collaborator between general education teachers/ students and ESE teachers/ students.</p> <p>Mrs. Hitchcock is our SAC Chair.</p>
Susin, Jennifer	Assistant Principal	<p>Mrs. Susin is the assistant principal at Croton Elementary. She demonstrates communication skills, interpersonal skills and abilities and knowledge of curriculum. Mrs. Susin shows evidence of effective decision-making skills and management skills.</p> <p>Responsibilities include Discipline data and intervention, professional development, instructional coaching, school leadership team, and student conferences.</p>
Schollmeyer, Diana	Teacher, K-12	<p>Mrs. Schollmeyer is the Title I science teacher. She oversees research of various programs and instruction related to science to ensure quality teaching is taking place in grades K-6 following the 5E instructional model. Mrs. Schollmeyer models science instruction to allow teachers to grow in their concept knowledge. Mrs. Schollmeyer tracks student data</p>

Name	Title	Job Duties and Responsibilities
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from the Brevard Public Schools Science Summative Assessments.

Luznar, Gayle	Teacher, K-12	Mrs. Luznar is a teacher leader, specifically with math instruction. She supports teachers with implementing the Eureka Math program and other instructional resources related to math to ensure quality teaching is taking place in grades K-6. Mrs. Luznar models math instruction to allow teachers to grow in their concept knowledge. Mrs. Luznar tracks student data from the mid-Module and End of Module Assessments.
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Mrs. Jones has knowledge of curriculum and child development. She supports teachers with instruction and intervention in both reading and math.

Jones, Patricia	Teacher, K-12	Mrs. Jones is our Title I coordinator. She plans and organizes all school-wide events for Family and Community Engagement. Mrs. Jones also insures our Title I program is in compliance. She works diligently with the principal on the Title I budget and framework.
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Demographic Information

Principal start date

Friday 7/1/2011, Roseann Bennett M

Number of teachers with a 2019 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.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

39

Demographic Data

<p>2020-21 Status (per MSID File)</p>	<p>Active</p>
<p>School Type and Grades Served (per MSID File)</p>	<p>Elementary School PK-6</p>

Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (53%) 2017-18: C (49%) 2016-17: B (59%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
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 .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	73	63	63	66	65	64	0	0	0	0	0	0	467
Attendance below 90 percent	2	14	12	4	6	6	12	0	0	0	0	0	0	56
One or more suspensions	0	5	0	0	1	2	4	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	6	18	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	11	0	0	0	0	0	0	18

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	3	3	15	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	8	5	3	1	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	1	4	0	0	0	0	0	0	5

Date this data was collected or last updated

Monday 6/8/2020

Prior Year - As Reported

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	73	81	68	67	69	67	79	0	0	0	0	0	0	504
Attendance below 90 percent	2	7	4	4	9	7	12	0	0	0	0	0	0	45
One or more suspensions	2	0	1	0	4	4	3	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	1	5	5	10	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	5	5	10	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	6	0	4	1	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	3	0	0	0	0	0	0	0	4

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	1	5	5	10	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	6	0	4	1	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	3	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data

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

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	33%	68%	-35%	52%	-19%
Same Grade Comparison		25%				
Cohort Comparison		-2%				

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

Subgroup Data

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

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

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	54

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
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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	
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Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
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Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

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

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

When analyzing Croton’s overall performance on statewide assessments during the 2018-2019 testing administration, Croton staff and School Advisory Council (SAC)

members determined that the greatest decline for the 2017-2018 testing administration was on the Science Assessment with a decline of nine points.

After further analysis, Croton staff, parents and community members also determined that when looking at individual grade level data the area where Croton has shown the greatest decline in test scores was in fifth grade math. For the 2018-2019 school year, forty-eight percent of the fifth graders scored a level three or above while during the 2017-2018 school year the percentage of level three or above was at sixty percent. This shows that there was a twelve percent decline from the 2017-2018 school year.

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

The state average for Science is fifty-three percent of students showing a proficiency understanding of level three and above while Croton's fifth grade science scores resulted in only thirty-five percent of students scoring a level three and above in proficiency understanding of grades K-5 science concepts. Croton eighteen percentage points below the state average. Upon reflection, Croton staff and its other stakeholders from the School Advisory Council (SAC) which is made up of parents and other community members came to the conclusion that we did not fully focus on science integration in the Language Arts Block or provide enough "hands-on" or inquiry based science investigations to our students in previous years. The trend indicates that our science scores have decreased since 2016 an average of seven percentage points each year.

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

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

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

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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

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

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

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

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

*Maintain a concentration on Math instruction utilizing the Eureka Math program with fidelity. Teachers will utilize the mid- and end of Module assessments to analyze students' understanding of standards and drive their instruction. Students with disabilities will be included in General Education instruction as applicable. This will also support the Learning Gains of our lowest twenty-five percent in math school wide.

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

Part III: Planning for Improvement

Areas of Focus:

2. (T) All teachers will administer and analyze results of district summative assessments to track student understanding of Florida Science Standards monitored in Performance Matters.
3. (T) Administration will provide professional development for all teachers related to the 5E Model and best practices for Science instruction.
4. (T) Administration will provide collaborative planning opportunities for teachers to work with grade level teams to prepare and plan standards aligned instruction based on student data. All teachers will meet to include ESE in response to our BPIE results.
5. Students will engage, explore, and elaborate Science content.
6. Students will utilize the Expanding Expressions Tool and Thinking Maps to help build Scientific reasoning.
7. Teachers, administrators, and parents will meet to review student progress in Science.

Person Responsible Diana Schollmeyer (schollmeyer.diana@brevardschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Based on 2018-2019 FSA Math data, it is of note that the percentage of students achieving Learning Gains and Learning Gains of the lowest twenty-five percent decreased. Specifically, our scores on the fifth grade statewide math assessment declined from fifty-one percent to forty two percent. In addition, Croton Elementary has been identified as a school for Targeted Support and Improvement (TS&I) because our students with disabilities subgroup fell below the federal index level of forty-one percent and is currently at thirty-four percent. For the 2019-2020 school year, our overall proficiency level on the Eureka Math Module Assessments increased. Due to the lack of statewide testing, we do not have appropriate data from the statewide math assessment to determine the percentage of students achieving learning gains.

Measurable Outcome:

The implementation of Eureka Math for the 2019-2020 school year reflect math scores at or above the district average for schools using Eureka Math. Based on this trend data, our goal remains to increase from forty-two percent level three and above to sixty percent (39 of the current 5th grade students) level three and above during the Spring 2021 school administration of the Florida Standards Math Assessment. In addition, Croton will improve their federal index status from thirty-four percent to forty-five percent (20 students) in the 2020-2021 school year. Furthermore, our i-Ready Diagnostic indicated 16% of students (63 students) in grades 1-6 were on level (green). Our goals are to have 70% of students (275 students) reach their typical growth and increase the number of students achieving on grade level performance (green) to 30% (118 students).

Person responsible for monitoring outcome:

Gayle Luznar (luznar.gayle@brevardschools.org)

Evidence-based Strategy:

Teachers in each grade level will implement the Eureka Math program with fidelity to ensure mastery of the grade level standards and the mathematical shifts. Croton Elementary will continue to promote more inclusion opportunities for students with disabilities through Math in general education classrooms.

Rationale for Evidence-based Strategy:

When addressing the Florida Shifts in Mathematics, the use of focus, coherence, and rigor will assist in improving student understanding of math concepts. Data show that Croton's third grade students from the 2018-2019 school year that used Eureka Math the two previous years, scored at seventy four percent level three and above and surpassed the district average by thirteen percent and the state average by twelve percent. By providing all students, including those with disabilities, the opportunity of a least restrictive environment, this student population will be exposed to grade level content with their on grade level peers. The achievement continues to show an increase in data points for the 2019-2020 Croton fourth graders with a seventy-eight percent average compared to district fourth grade average of sixty-eight percent.

Action Steps to Implement

1. (T) All teachers will collaboratively plan using Eureka Math curriculum, including the BPS Eureka Math Pacing and Sequence guide.

2. (T) All teachers will administer and analyze results of Eureka Exit Slips (with immediate reteach), Math Mid and End of Module Assessments, and i-Ready Math Diagnostics.
3. (T) Administration will provide professional development for teachers related to Eureka Math.
4. (T) Administration will provide collaborative planning opportunities for teachers to work with grade level teams to prepare and plan standards aligned instruction based on student data. All teachers will meet to include ESE in response to our BPIE results.
5. Students will complete all components of Eureka Math to promote balanced and rigorous instruction content.
6. Students will utilize the Expanding Expressions Tool and Thinking Maps to build Mathematical Practices.
7. Teachers, administrators, and parents will meet to review student progress in Math skills with Eureka and i-Ready data.

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

In 2018-2019 Croton showed growth in learning gains in ELA scores for the lowest twenty-five percent due to its structured reading program and interventions. Croton will maintain this focus in the area of reading so we continue to see steady gains. Literacy encompasses both reading and writing. The writing component of our ELA scores will be addressed in order to provide an overall score increase. Our implementation of the Expanding Expression Tool throughout all Areas of Focus will be enhanced through the use of evidence-researched programs that provide curriculum, materials, and supports for both students and teachers.

Croton Elementary has been identified as a school for Targeted Support and Improvement (TS&I) because our students with disabilities subgroup fell below the federal index level of forty-one percent and is currently at thirty-four percent. Specifically, our scores for overall ELA proficiency is at fifty-six percent, while students with disabilities is thirty-two percent.

Measureable Outcome:

Croton will improve the overall ELA proficiency from fifty-six percent to sixty percent. Croton will improve their federal index status from thirty-four percent to forty-five percent in the 2020-2021 school year. Croton will also improve the students with disability ELA proficiency from thirty-two percent to forty percent (18 students). In addition, at least fifty percent of our students with disabilities will achieve their typical growth as measured by i-Ready at the end of the year.

Person responsible for monitoring outcome:

Alicia Kuntz-Murphy (kuntz-murphy.alicia@brevardschools.org)

Evidence-based Strategy:

Croton Elementary will continue to use the Multi-Tiered System of Support (MTSS) to track student performance in reading skills. In addition, Croton will continue the walk to intervention model to support students who are struggling with their reading development. Croton Elementary will promote more inclusion opportunities for students with disabilities through ELA in general education classrooms. We will utilize the i-Ready program to monitor student progress with ELA standards.

Rationale for Evidence-based Strategy:

Croton will continue to utilize the i-Ready program to support student work with the ELA standards. The utilization of i-Ready will provide an opportunity to assess, monitor, and intervene to assist with student success. The MTSS and walk to intervention models will continue to be implemented so that students who are struggling can bridge or close the gaps in their reading performance. Continuing this model at Croton, students will improve ELA proficiency. By providing students with disabilities inclusive opportunities, they will have greater access to instruction with their general education peers. i-Ready resources will include the student's path determined by the diagnostics, Teacher Toolbox that provides lesson plans where a gap exists in reading components, and analyzing the Standards Mastery assessments (grades 2-6).

Action Steps to Implement

1. All teachers will collaborate to plan literacy instruction, integrating science and social studies, and building concept understanding in the ELA block using rigorous text and literacy

strategies, focusing on intervention and the lowest twenty-five percent.

2. All teachers, Title I personnel, and administration will meet to monitor literacy data, problem solve and plan intervention for students in the lowest twenty-five percent.

3. Administration will provide professional development for all teachers related to Standards Focus Boards, Literacy, i-Ready, and MTSS process.

4. Administration will provide collaborative opportunities for teachers to work with grade levels

to prepare and plan standards aligned instruction based on student data. All teachers will meet to

include ESE in response to our BPIE results.

5. Students will complete literacy activities.

6. Students will utilize the Expanding Expressions Tool and Thinking Maps to build literacy skills.

7. Teachers, administrators, and parents will review student progress with literacy.

Person Responsible Alicia Kuntz-Murphy (kuntz-murphy.alicia@brevardschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

As we are aligning our Instructional Areas of Focus and moving towards a more positive culture, we realize there are additional priorities that we need to continue, and others that we need to be included in our SIP.

The school wide initiatives Croton will continue to utilize are:

-Expanding Expressions Tool - ensures vocabulary is being developed. The Expanding Expressions Tool will

also be used to text code and build responses with writing.

-Thinking Maps across all content areas to show conceptual understanding of strategies through patterns.

-Positive Behavior Intervention Support (PBIS) that supports rewarding positive behavior in meeting our school-wide expectations.

SIP priorities need to include chances for us to improve our attendance rates and academic outcomes (Early Warning Systems indicators) by providing opportunities that students in non-Title I schools may receive. Funding will be allocated to maintaining supplies/ materials for instructional use and hand-on learning activities. In addition, we will include incentives and motivation for student achievement through educational Field Trips that align with academic Areas of Focus, as well as those that provide an experience for education after elementary reinforcing the K-20 (kindergarten to college) continuum. We believe that these experiences allow students to see an example of their future.

Furthermore, it is imperative that we address students' social and emotional learning. Through professional development and application of Conscious Discipline, one-on-one goal setting conferences, the implementation of Sanford-Harmony curriculum and CIRCLES, our students' attitudes toward school will improve and their stress will be reduced. This will enable them to be afforded positive social relationships with others as well as a greater awareness of their emotions, strengths, areas to improve and goals.

Action Steps:

1.) Maintain necessary supplies for teacher and student engagement in instruction and learning to improve academic proficiency.

2.) Organize and attend educational field trips in content areas as well as those to post-elementary schools.

3.) Provide professional development to staff on Conscious Discipline and monitor its implementation.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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

Parent Family and Engagement Plan (PFEP) Link

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