

Brevard Public Schools

# Coquina Elementary School



## 2020-21 Schoolwide Improvement Plan

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## **Table of Contents**

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>19</b>
<b>Budget to Support Goals</b>	<b>0</b>

# 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: 9/8/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	82%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: C (49%) 2017-18: C (46%) 2016-17: D (38%) 2015-16: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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**

It is the mission of the Coquina Elementary School community to develop students that are thinkers, problem-solvers, and communicators. All will work to ensure maximum achievement in all academic areas for every students while providing structures to support social-emotional growth. (revised 2018-19)

#### **Provide the school's vision statement**

The Coquina Elementary School staff strives to be a collaborative, professional learning community that supports continuous student achievement.

### 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
Lovelace, Blair	Principal	<p>Supervise the operation and management of all activities and functions with in the school setting. Provide leadership, delegate leadership responsibilities, and promote leadership with the professional learning community of Coquina. Analyze performance data and current educational research to provide standards aligned curriculum and social emotional supports to all stakeholders. 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 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 initiatives, hiring new employees, retaining highly-qualified teachers, and ensuring a clean and well-maintain campus. Monitor classroom instructional practices through observations, timely feedback and conversations to develop highly-qualified instructors.</p>
Miner, Jami	Assistant Principal	<p>Deliver instructional guidance by providing research based curriculum materials, analyzing and guiding teachers to understand and adapt instruction based on performance data, observing and provide feedback to improve instructional delivery. Assist classroom teachers implementing school-wide initiatives and provide support to ensure all stakeholders consistently utilize instructional and social emotional curriculum. Oversee ESOL, mentor teacher program for new hires and MTSS.</p>
Worthington, Erica	Instructional Coach	<p>Provide mathematics professional development to classroom teachers to address the needs of all learners. Conduct meetings that analyze data, create collaborate lessons that meet the intent of standards, observe and provide feedback to improve instruction, and utilize the coaching cycle to improve instruction. Provide input in the MTSS process to ensure fidelity of strategies used for at risk students.</p>
Stanton, Carissa	Instructional Coach	<p>Provide science, English Language Arts and mathematics professional development to classroom teachers to address the needs of all learners. Conduct meetings that analyze data, facilitate teachers in creating collaborate lessons that meet the intent of standards, observe and provide feedback to improve instruction, and utilize the coaching cycle to improve instruction. Provide input in the MTSS process to ensure fidelity of strategies used for at risk students.</p>

Name	Title	Job Duties and Responsibilities
Hoppel, Haven (Elizabeth)	Instructional Coach	Provide English Language Arts professional development to classroom teachers to address the needs of all learners. Conduct meetings that analyze data, facilitate teacher creation of collaborative lessons that meet the intent of standards, observe and provide feedback to improve instruction, and utilize the coaching cycle to improve instruction. Provide input in the MTSS process to ensure fidelity of strategies used for at risk students.
Rouse, Kelly	Administrative Support	Deliver instructional guidance by providing research based curriculum materials, analyzing and guiding teachers to understand and adapt instruction based on performance data, observing and provide feedback to improve instructional delivery. Assist classroom teachers implementing school-wide initiatives and provide support to ensure all stakeholders consistently utilize instructional and social emotional curriculum. Provide coaching and feedback to support structures and processes implemented.

**Demographic Information**

**Principal start date**

Tuesday 9/8/2020, Blair Lovelace B

**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.*

6

**Total number of teacher positions allocated to the school**

43

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes

<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	82%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: C (49%) 2017-18: C (46%) 2016-17: D (38%) 2015-16: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	58	67	56	79	60	62	63	0	0	0	0	0	0	445
Attendance below 90 percent	3	16	12	8	8	11	12	0	0	0	0	0	0	70
One or more suspensions	0	4	3	1	5	6	10	0	0	0	0	0	0	29
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 ELA assessment	0	0	0	0	5	6	16	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	16	15	0	0	0	0	0	0	35

**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	2	0	5	8	15	0	0	0	0	0	0	30

**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	2	4	2	1	2	2	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	4	0	0	0	0	0	0	4

**Date this data was collected or last updated**

Wednesday 9/9/2020

**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	79	55	77	60	65	62	68	0	0	0	0	0	0	466
Attendance below 90 percent	4	11	10	3	3	3	5	0	0	0	0	0	0	39
One or more suspensions	1	4	7	3	0	9	4	0	0	0	0	0	0	28
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	15	20	29	0	0	0	0	0	0	70

**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	1	3	0	2	0	6	5	0	0	0	0	0	0	17

**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	2	3	6	0	0	2	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	1	2	3	0	0	0	0	0	0	6

**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	79	55	77	60	65	62	68	0	0	0	0	0	0	466
Attendance below 90 percent	4	11	10	3	3	3	5	0	0	0	0	0	0	39
One or more suspensions	1	4	7	3	0	9	4	0	0	0	0	0	0	28
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	15	20	29	0	0	0	0	0	0	70

**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	1	3	0	2	0	6	5	0	0	0	0	0	0	17

**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	2	3	6	0	0	2	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	1	2	3	0	0	0	0	0	0	6

**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	45%	62%	57%	40%	60%	56%
ELA Learning Gains	51%	60%	58%	49%	54%	55%
ELA Lowest 25th Percentile	51%	57%	53%	44%	46%	48%
Math Achievement	42%	63%	63%	43%	62%	62%
Math Learning Gains	61%	65%	62%	59%	59%	59%
Math Lowest 25th Percentile	56%	53%	51%	36%	49%	47%
Science Achievement	35%	57%	53%	51%	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	53%	64%	-11%	58%	-5%
	2018	38%	63%	-25%	57%	-19%
Same Grade Comparison		15%				
Cohort Comparison						
04	2019	40%	61%	-21%	58%	-18%
	2018	38%	57%	-19%	56%	-18%
Same Grade Comparison		2%				
Cohort Comparison		2%				
05	2019	43%	60%	-17%	56%	-13%
	2018	49%	54%	-5%	55%	-6%
Same Grade Comparison		-6%				
Cohort Comparison		5%				
06	2019	43%	60%	-17%	54%	-11%
	2018	39%	63%	-24%	52%	-13%
Same Grade Comparison		4%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	33%	61%	-28%	62%	-29%
	2018	35%	62%	-27%	62%	-27%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	45%	64%	-19%	64%	-19%
	2018	31%	59%	-28%	62%	-31%
Same Grade Comparison		14%				
Cohort Comparison		10%				
05	2019	32%	60%	-28%	60%	-28%
	2018	48%	58%	-10%	61%	-13%
Same Grade Comparison		-16%				
Cohort Comparison		1%				
06	2019	60%	67%	-7%	55%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	49%	68%	-19%	52%	-3%
Same Grade Comparison		11%				
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	37%	56%	-19%	53%	-16%
	2018	53%	57%	-4%	55%	-2%
Same Grade Comparison		-16%				
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	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				

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	11	40	39	18	42	31					
BLK	33	44	50	30	50	36	18				
HSP	33	56		24	39						
MUL	53	74		47	59		58				
WHT	42	47	36	48	63	41	59				
FRL	37	45	42	39	56	35	47				

**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	49
OVERALL Federal Index Below 41% All Students	NO

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	341
Total Components for the Federal Index	7
Percent Tested	98%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	51
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	49
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	48
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

Science Achievement decrease of 16% (51% to 35%). Lack of understanding standards and instruction in science was weak with two beginning teachers. Lack of strategic instruction kindergarten through fifth grade. Students deficient in mastery of ELA standards and ability to retain critical information.

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

Science Achievement decrease of 16% (51% to 35%). Insufficient delivery of targeted science lessons focused on standards. Deficient baseline scores in ELA to transfer responses needed to demonstrate mastery of reading and application of science content.

#### 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

Math Achievement gap of 21% (42% compared to 63%). Need of systematic standards aligned curriculum for grades kindergarten -sixth. Teacher training to promote program delivery with fidelity.

iReady comparison data for the 2019-20 school year indicates that students have loss significant mathematical concepts with distance learning during the fourth quarter of the 2019-20 school year. All grade levels saw an increase in students 2 or more years behind based on iready fall diagnostics.

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

Math lowest 25% with a 20% increase (36% to 56%). Targeted instruction through the use of Eureka Math, Big Ideas and iReady have impacted students identified as lowest 25 %. Additional support through Title I coaching with tiered support. MTSS processes and procedures have been established with use of coaching cycle to support. Even though 2018-19 indicated growth, iReady diagnostic fall data collected for the 2020 indicates that only 13% of the lowest 25% of Coquina students were able to show an increase their mathematical ability as compared to 2019 iReady fall data.

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

Attendance less than 90% in grade 1st, 2nd, 5th and 6th grade continues to be a concern with loss of academic instruction. Continues behavioral support for students at risk. Loss of instruction due to being out of the classroom and task avoidance hinder academic growth.

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

1. Proficiency and Learning Gains in ELA, Math and Science
2. Learning Gains for All At Risk students with emphasis on Students with Disabilities
3. Social Emotional Health
- 4.
- 5.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:**

Description of Area of Focus: Instructional practice specifically relating to standards- aligned instruction will focus on implementation of outlined research-based practices that will follow adopted state standards.  
 Rationale for Area of Focus: Data collected from the 2019-20 school year indicate students performing below the district and state average in ELA, Math and Science. Walk through data along with formative assessments indicate that required curriculum and instructional delivery is not being implemented with fidelity across grade levels. 50% of Coquina teachers were providing grade level appropriate tasks. INISIGHT survey results indicated a need of focus on academic expectations with a focus on writing to explain across all subject areas.  
 iReady data diagnostic data revealed a higher decrease in performance from current enrolled students from the fall Of 2019 to 2020 in mathematics. Three year trend data Includes: ELA diagnostic data indicates students performing on grade level 2018- 26%, 2019-27% ,2020- 27%. Math diagnostic data indicates students performing on grade level 2018-15%, 2019-15%, 2020-9%.  
 Scholastic Reading Inventory collected on 4th -6th grade students, indicate 57% of students have the prerequisites necessary to perform grade level work.  
 Science assessment data collected on the standards review of prior instruction indicate that 14% of Coquina fifth graders retained understanding.

**Measureable Outcome:**

Walk thru and observational data data will indicate:  
 By October 2020, 100% of teachers will provide daily standard based reading and writing tasks within their subject areas.  
 By October 2020, 100% of teachers will provide weekly instruction and support opportunities for students using iReady.  
 iReady diagnostic growth in ELA will increase Tier 1(OGL) performance by 25% in all grade levels by May 2021.  
 iready diagnostic growth in Mathematics will increase Tier 1 (OGL) by 40% in all grade levels by May 2021.  
 By October 2020, 100% kindergarten through fifth grade teachers will deliver standard aligned Eureka instruction.  
 By October 2020, 100% of preK-second grade teachers will provide research based phonemic awareness and/or phonics instruction daily. 95% Group Phonemic Awareness and Phonics assessments will measure growth.  
 Common assessment data will show 50% of students performing at or above grade level with learning gains for 80% of all students.

**Person responsible for monitoring outcome:**

Blair Lovelace (lovelace.blair@brevardschools.org)

**Evidence-based Strategy:**

Professional Learning Communities (PLC)  
 Focus will be on planning and delivery of standard based lessons to help teachers use specified research based curriculum along with specified teaching methods.  
 The work of the PLC will be centered around the research of Fogarty and Pete findings in From Staff Room to Classroom. Teachers will be provided opportunities to learn, see demonstrations and practice the expectations with



feedback from coaches that are outlined in the SIP.

**Rationale  
for  
Evidence-  
based  
Strategy:**

Data indicates a strong relationship between a comprehensive instructional programs for teachers and what has the potential to considerably accelerate achievement. (Hattie, .72) size effect.  
Also the findings indicate teacher clarity has a (.75) size effect.

**Action Steps to Implement**

1. Continue to implement Wit & Wisdom ELA curriculum, Eureka curriculum, Writescore, Making Meaning curriculum, Being a Writer curriculum, 95% Group curriculum, Stemscope curriculum, Standard Focus Documents.
2. Utilize district created science assessments, Eureka assessments and WriteScore to track mastery of grade level standards.
2. Schedule collaborative planning time with coaches to discuss standards, assessments, student samples and provide standards aligned curriculum in ELA, Math and Science.
3. Implement the coaching cycle to support teachers with implementing effective strategies that improve instruction practice.to differentiate support for teachers.
4. Employ literacy coach, math coach and science coach to support Tier 1 instructional practices and lesson delivery.
5. Schedule professional development to support knowledge of coaches, teachers and support staff.
6. Purchase technology hardware and software to reduce loss of instruction during time out of school. (Great Minds Sync software, iReady,)
7. Schedule district resource teacher visits to build coaches capacity and knowledge. (currently virtual)
8. Employ certified part-time teacher through academic support program(ASP) to co-teach within the first grade day to target at risk students.

**Person**

**Responsible**

Blair Lovelace (lovelace.blair@brevardschools.org)

**#2. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** Description of Area of Focus: Instructional practice of quality Tiered interventions and support for all students.  
 Rationale for Area of Focus: Coquina students with disabilities scored significantly below all other subgroups within the school setting. School average OGL 45% ESE Average OGL 18% on 2019-18 FSA data. Beginning of the year Scholastic Reading Inventory indicates: 50 of 58 ESE students were identified as two or more grade levels behind based on the SRI. In addition, 67% of white students have the basic pre-requisite skills to be ready for grade level ELA content as compared to 58% of our black students.

**Measurable Outcome:** We will increase the number of ESE and Black students attaining learning gains as measured by SRI, iReady, and common assessments.  
 ELA Learning Gains 43% to 55%  
 Math Learning Gains 51% to 60%  
 Science Achievement 20% to 40%

**Person responsible for monitoring outcome:** Jami Miner (miner.jami@brevardschools.org)

**Evidence-based Strategy:** Response to Intervention(Hattie, 1.09) effect size. Systematic instructional delivery of rigorous curriculum and intervention strategies to decrease gaps in phonics, vocabulary, fluency and comprehension. Research based curriculum: 95% Group and LLI- Grades K-2, Being a Writer- Grades K-6, Read 180- Grades 3-5, IReady- Grades K-6; Fraction Nation- ESE support Grades 4-6; Eureka- Grades K-5

**Rationale for Evidence-based Strategy:** Data analysis indicates our ESE students are not making adequate learning gains when compared to district and state averages. Lack of exposure to rigorous curriculum that expands vocabulary and comprehension while providing tiered strategies to increase fluency has not closed the gaps in our ESE student's learning. Providing research based curriculum while scaffolding strategies within Tier 1 rigorous instruction will build on grade level understanding.

**Action Steps to Implement**

1. Train new staff on on intervention curriculum that targets specific deficits. Read 180, 95% Group.
2. Continue use of two Title I interventionist to focus on closing academic gaps.
3. Add Tier 2 & 3 behavior programs to support student reluctance and perseverance. Zones of Regulation will be taught and reinforced when needed.
4. Continue refining the MTSS process and provide coaching to differentiate between teacher needs.
5. Design school schedule to provide Tier 1, 2 & 3 instruction.
6. Provide Academic Support to students needing Tier 2 & 3 support through Cares Act Funding and 21st Century Community Learning Center academic grant before and after school.

**Person Responsible** Carissa Stanton (stanton.carissa@brevardschools.org)

### #3. Culture & Environment specifically relating to Social Emotional Learning

**Area of Focus Description and Rationale:** Area of Focus Description: Provide systematic tiered social emotional curriculum/instruction and supports to students.  
 Area of Focus Rationale: Coquina had an increase in discipline referrals and students out of school suspensions. Our ODR's and OSS's were 1.5 higher than the state average.

**Measureable Outcome:** 20% reduction of referrals and out of school suspensions school-wide.

**Person responsible for monitoring outcome:** Jami Miner (miner.jami@brevardschools.org)

**Evidence-based Strategy:** Implement Sanford Harmony social emotional program school wide with fidelity as Tier 1 program.  
 Implement Zones of Regulation as tied to PBIS expectations "Self-control". school wide.  
 Identify and provide counseling to students identified at risk.  
 Implement Conscious Discipline in grades PreK-2nd.

**Rationale for Evidence-based Strategy:** The rationale supports students taking responsibility for their actions and seeking help (Hattie, .72) and building supportive relationships with adults and peers to build a positive self concept (Hattie, .47) so that students will be more productive in the classroom.

#### Action Steps to Implement

1. Schedule professional development for all staff members for Zones of Regulation.
2. Schedule professional development for PreK-2nd grade teachers on Conscious Discipline.
3. Complete walk throughs and monitoring of implementation of Sanford Harmony.
4. Continue partnerships with Eckerd Connects and Lifetime Counseling to provide small group and one on one counseling to students.
5. Provide coaching to support Zones of Regulation counseling and restorative practices.

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

#### Additional Schoolwide Improvement Priorities

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

**Coquina will target communication with parents as a priority to build relationships and parental support. Understanding the benefits of regular attendance and supporting academic initiatives is a barrier with parents that impedes student growth.**

## 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.

Coquina works diligently with the School Advisory Committee, local business partners, parents and students to create an environment that supports all learners while providing the academic rigor to prepare students for the future workforce. Coquina provide surveys to teachers, parents and students to gather anonymous feedback to plan for continuous improvement. Feedback given from the YouthTruth survey, INSIGHT survey, and input from the SAC advisory committee indicated a need for a more comprehensive approach to understanding the social emotional relationships that occur within the school setting. Focus on teamwork, understanding and improving teachers and students ability to recognize and communicate how they are feeling in a safe and non-judgmental way is a major school improvement initiative for the 2020-21 school year. Creating a positive culture and environment also encompasses clear communication. Coquina will focus on all aspects of communication so that teachers, parents and students feel connected.

Our Youthtruth survey revealed that Culture will be the area of focus for our SIP. The perception students have of the classroom culture reveal student behavior is a barrier in maintaining academic focus. Coquina ranked in the 3rd quartile in Culture with the lowest survey score of 1.79. The two areas of focus for Coquina will be student behavior in class and staying busy without waste of time. Along with teacher survey data from INSIGHT, Coquina will focus peer culture and support through classroom observations and the coaching cycle.

### **Parent Family and Engagement Plan (PFEP) Link**

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