

Brevard Public Schools

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School Demographic500 ref c3

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Demographic Information

Principal start date

Wednesday 7/3/2019, Theresa Benson

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.*

7

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.*

7

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

552

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

7

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

7

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	72	72	72	72	88	88	88	0	0	0	0	0	0	552
Attendance below 90 percent	7	4	4	7	3	1	1	0	0	0	0	0	0	27
One or more suspensions	0	0	1	0	2	0	0	0	0	0	0	0	0	3
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 2022 statewide FSA ELA assessment	0	0	0	0	6	5	1	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	8	6	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	0	0	0	1	2	0	0	0	0	0	0	0	0	3

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	0	0	0	1	2	4	1	0	0	0	0	0	0	8

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	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/22/2022

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	72	72	72	71	88	86	83	0	0	0	0	0	0	544
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	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	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	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	74
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	71
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?

WMSS is in the top five in the district with proficiency rates at an average of 77% on the 2022 spring FSA. This is a great achievement. However, in diving deeper, we compared our FSA scores from 2021-2021 to 2021-2022. We noticed that our students in grade three through sixth had a 85% proficiency rate in both ELA and Math. In ELA we increased from 72% in to an 82% for learning gains in ELA but in math we decreased from 84% learning gains to 73%. At WMSS, we believe that ALL students should make a learning gain in all subject areas and therefore, this is our focus again for the 2022-2023 school year.

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

After analyzing our 2021-2022 FSA data and comparing it to our 2021-2022 FSA data in both ELA and math we at WMSS feel that our concentration and focus is that ALL students make a learning gain and would like to continue working on this.

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

*We will also utilize the new math curriculum with fidelity and support teachers with the curriculum.

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

At WMSS, we are ensuring that

*every classroom is implementing Zones of Regulation and Stanford Harmony with fidelity to meet the social emotional needs of every student.

*There is a block built in every grade levels master schedule to ensure time is allotted to teach positive social emotional skills. We are aware that students need additional support making sure they are in a safe place to learn and building positive relationships throughout the school.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

The interventions and enrichments being used has been vetted and endorsed by BPS. This system allows us to analyze our data to understand where our students are academically. It also helps us plan instructional support that is customized to each student, especially our SWD subgroup. It helps teachers and students monitor progress toward goals and improve instruction to meet students' diverse needs.

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.

Teachers and the MTSS team will:

- * meet every six weeks to discuss student progress with interventions and enrichments.
- * analyze multiple pieces of data (including progress monitoring, i-ready instruction, Benchmark weekly and unit tests, and progress monitoring tools) to drive instruction. Based on the current needs, intervention and enrichment groups will be created and grouped based on current student needs.
- * Groups will continue to change as students show a need for more support or mastery of content being taught.

Person Responsible

Kelly Rouse (rouse.kelly@brevardschools.org)

Administration will conduct walkthroughs during scheduled Success Zone time to ensure interventions and enrichments are happening every day with fidelity. Administration will make sure processes and procedures are in place to make sure every student is working on their level of need.

Person Responsible

Theresa Benson (benson.theresa@brevardschools.org)

Teachers will have support from the instructional coach. She will help implement and guide teachers with the research based interventions, enrichments, and progress monitoring tools. She will support teachers with the implementation process and ensure teacher have all materials needed.

Person Responsible

Melissa Kane (kane.melissa@brevardschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

In the 2020 school year, our students with disabilities were our highest priority. This continues to be an area of focus for WMSS.

The beginning of the 20-21 school year i-Ready diagnostic revealed the following information regarding SWD proficiency: In ELA, only 35% of our ESE students achieved proficiency or higher, which equates to 9 out of 26 students. In Math, 15% of our ESE students achieved proficiency or higher which equates to 4 students.

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

The beginning of the 21-22 school year i-Ready diagnostic revealed the following information regarding SWD proficiency: In ELA, only 47% of our ESE students achieved proficiency or higher, which equates to 15 out of 32 students.

At the end of the 21-22 school year i-Ready diagnostic revealed the following information regarding SWD proficiency: In ELA, only 29% of our ESE students achieved proficiency or higher, which equates to 10 out of 34 students. In Math, 24% of our ESE students achieved proficiency or higher which equates to 8 out of 34 students.

On the 2021-2022 ELA FSA 53% of our ESE students were proficient with a level 3 or higher, which equates to 18 out of 34. 62% of these students made a learning gain.

On the 2021-2022 Math FSA 50% of our ESE students were proficient with a level 3 or higher, which equates to 17 out of 34. 62% of these students made a learning gain.

Measurable

Outcome:

State the specific measurable outcome the school plans to

of 40

students reTd(ng at or above grade level. Math proficiency will increase from 50% toBT54.7500

outcome the

school plans toBT54.7500 317.6365 91 586.1365 Td(e4ed proficiency BT154.0291 704.96.1365 Tlea specific)

enrichments

#2. ESSAP ,bonBT54.7500 161.3365 1d(studentsreap TjjiET) TjBT54.7500 161.3365965 75

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

implemented and utilized schoolwide. iReady implementation with the instructional toolbox has established clear benchmarks for students and teachers. Analyzing this data immediately after diagnostic testing and progress monitoring. Online testing will allow teachers to make decisions and create teacher lessons to immediately differentiate their instruction and support each and every student.

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

iReady has been vetted and endorsed by BPS. This system allows us to analyze our data to understand where our students are academically. It also helps us plan instructional support that is customized to each student, especially our SWD subgroup. It helps teachers and students monitor progress toward goals and improve instruction to meet students' diverse needs. Using the curriculum with fidelity will help students have aligned standards based instruction to prevent gaps from occurring.

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.

Instruction and Remediation from Gen. Ed. Teacher, ESE resource Teacher and ESE Teacher Assistant is inclusive and Support Facilitative Model is adopted. 2021 BPIE assessments will be reviewed and incorporated to align with this area of focus (i.e. Resource teacher and teacher assistant push in to classrooms to support inclusive best practices, ESE schedule is considered prior to the building of the Master Schedule). Students will receive scaffolded instruction during a dedicated intervention block based on need.

Person Responsible

[Empty box for listing the person responsible for monitoring each step]



SAC - The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate