

Brevard Public Schools

# Coquina Elementary School



2019-20 Schoolwide Improvement Plan

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## 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: 6/1/2017

<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)	<i>[Data Not Available]</i>
<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 <b>Students With Disabilities</b> 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.

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# Coquina Elementary School

850 KNOX MCRAE DR, Titusville, FL 32780

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-6</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>82%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>47%</p>

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	C

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<https://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 and position title for each member of the school leadership team:

Name	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 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.
Miner, Jami	Assistant Principal	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.
Mila, Tina	Administrative Support	Assist classroom teachers with implementation of Positive Behavior Supports(BPIS) and implementation of the Functional Behavior Assessment and development of Behavior Improvement Plans. Oversee the Multi-Tiered Support System(MTSS) and provide professional development and guidance to implement strategies with fidelity.
Schuleman, Emily	Guidance Counselor	Coordinate proactive interventions for student at risk. Provide professional development and assist in the implementation of the school wide tire 1 social-emotional curriculum, Sanford Harmony. Provide tier 2 support to at risk students through small group therapy. Oversee all therapy delivered on school campus (Eckerd Kids and contracted counselors). Liaison between the MTSS and IPST(Individual Problem Solving Teams) to meet the needs of at risk students.
Witters, Belinda	Instructional Coach	Provide English Language Arts 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.



Name	Title	Job Duties and Responsibilities
Worthington, Erica	Instructional Coach	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.
Stanton, Carissa	Instructional Coach	Provide English Language Arts, mathematics and science 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.
English, Marcia	Instructional Coach	Provide English Language Arts 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.

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	79	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	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

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

43

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

Tuesday 7/9/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	34	42	22	28	20	30	25	0	0	0	0	0	0	201
One or more suspensions	0	0	0	3	8	5	6	0	0	0	0	0	0	22
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	30	24	34	17	0	0	0	0	0	0	105

**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	15	12	18	10	0	0	0	0	0	0	55

**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%	44%	63%	55%
ELA Learning Gains	51%	60%	58%	47%	60%	57%
ELA Lowest 25th Percentile	51%	57%	53%	32%	52%	52%
Math Achievement	42%	63%	63%	33%	64%	61%
Math Learning Gains	61%	65%	62%	37%	62%	61%
Math Lowest 25th Percentile	56%	53%	51%	31%	52%	51%
Science Achievement	35%	57%	53%	42%	56%	51%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	79 (0)	55 (0)	77 (0)	60 (0)	65 (0)	62 (0)	68 (0)	466 (0)
Attendance below 90 percent	4 ( )	11 ( )	10 ( )	3 ( )	3 ( )	3 ( )	5 ( )	39 (0)
One or more suspensions	1 ( )	4 (0)	7 (0)	3 (0)	0 (0)	9 (0)	4 (0)	28 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	6 (0)	15 (0)	20 (0)	29 (0)	70 (0)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	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%
	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 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				

  

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 2016-17	C & C Accel 2016-17
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				

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 2016-17	C & C Accel 2016-17
WHT	42	47	36	48	63	41	59				
FRL	37	45	42	39	56	35	47				
2017 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	13	31	32	15	27	21					
BLK	29	46	31	27	42	45	55				
HSP	30	50		35	43						
MUL	52	52		36	30						
WHT	50	47	33	34	35	27	44				
FRL	38	46	34	28	34	33	41				

**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
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%

**Subgroup Data**

Students With Disabilities	
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

English Language Learners	
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
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
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
<b>Economically Disadvantaged Students</b>	
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%) Two beginning teachers hired in the grade level. Clarity of standards and expectations for science instruction weak. Students deficient in mastery of ELA standards, stamina and ability to support understanding of standards.

**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%) Deficient baseline scores in ELA and transfer to responses needed to demonstrate mastery of reading and application of science content standards. Insufficient delivery of targeted science lessons focused on standards.

**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 standard aligned curriculum for grades kindergarten- sixth. Teacher training to promote program delivery with fidelity.

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

Math lowest 25% with 20% increase (36% to 56%). Targeted instruction through the use of Eureka Math, Big Ideas and Iready have impacted students identified as lowest 25% percent. Additional support through Title I assistance supported Tier 2 strategies along with reshaping of MTSS processes and procedures.

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

Attendance less than 90% increases in grades 2 and 3. 20% of Coquina's second graders have attendance rates less than 90% and 13% of third graders have attendance rates less than 90%. Additionally, 15% of Coquina's fifth graders demonstrate behaviors that lead to suspension which decrease the amount of instruction.

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

1. Overall Math Achievement and continued Lowest 25% Math Achievement
2. Science Achievement
3. MTSS and ESE intervention program
4. Social emotional health and intervention

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Proficiency and Learning Gains in ELA, Math and Science
<b>Rationale</b>	FSA and SSA data indicates inconsistent growth to achieve a learning gain and advancement towards proficiency levels. Coquina remains below the district and state average in the areas of ELA, Math and Science Achievement.
<b>State the measureable outcome the school plans to achieve</b>	FSA ELA scores will increase by 10 % in every grade level. 45% OGL to 55% OGL. FSA mathematics scores will increase by 15% in every grade level. 42% OGL to 55% OGL. FCAT 2.0 science scores will increase from 35% OGL to 45% OGL.
<b>Person responsible for monitoring outcome</b>	Blair Lovelace (lovelace.blair@brevardschools.org)
<b>Evidence-based Strategy</b>	Schoolwide emphasis on text-dependent questions, rigor, text complexity and responding through writing. Schoolwide emphasis on text-dependent word problems and science content.
<b>Rationale for Evidence-based Strategy</b>	Data indicates a strong relationship between reading comprehension the the relationship between science proficiency and the problem solving required of mathematical word problems to proficiency.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Purchase Wit &amp; Wisdom curriculum , Eureka Curriculum, Writescore curriculum, Being a Writer curriculum, Making Meaning Curriculum, LLI curriculum and Stemscope curriculum.</li> <li>2. Schedule vertical collaborative planning time to discuss standards, assessments, student samples and problem solve using provided standards aligned curriculum in ELA, Math and Science.</li> <li>3. Schedule professional development and collaboration aligned to promote the implementation of strategies for mastery of standards . iReady professional development, Wit &amp; Wisdom professional development, Eureka Math professional development</li> <li>4. Create schedules for peer (teacher to teacher) observations and feedback through instructional reviews.</li> <li>5. Hire Literacy Coach, Math Coach and Science Coach to support tiered instruction. Providing Tier 1 guidance with rigorous course work, Tiered 2 &amp; 3 for progress monitoring and invention support.</li> <li>6. Hire 3 interventionists to work with Tier 2 students using researched interventions. Read 180, 95% Group, LLI, iReady toolkit lessons.</li> <li>7. Schedule professional development to lead teachers to support SIP. Math Coach: FCTM, Math Coach and Principal: Standards Institute.</li> <li>8. Schedule parent curriculum nights to build parent capacity and knowledge of Florida Standards and resources to support students.</li> <li>9. Allocate funds for annual STEAMM summer camp that focuses on science and arts instruction for at risk students.</li> <li>10. Purchase technology enhancements to support student learning. Computers and OSMO program.</li> <li>11. Schedule Academic Support Program to serve Tier 2 &amp; 3 students in ELA and Math.</li> <li>12. Work with district resource teachers. ELA- Jennifer Cockrell, Math- Diane Gard, Science-Michelle Ferro to build capacity of building coaches.</li> </ol>



13. Purchase Starfall technology to support K-2 students in ELA.
14. Purchase science materials and curriculum to support state standards.

**Person  
Responsible**

Jami Miner (miner.jami@brevardschools.org)

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<b>#2</b>	
<b>Title</b>	Learning Gains for All At Risk students with emphasis on Students with Disabilities.
<b>Rationale</b>	Our students with disabilities scored significantly below all other subgroups within the school setting. School Average OGL 45% ESE Average OGL 18%
<b>State the measureable outcome the school plans to achieve</b>	We will increase the number of ESE students attaining a learning gains. ELA Learning Gains 43% to 55% Math Learning Gains 51 % to 60% Science Achievement 20% to 40%
<b>Person responsible for monitoring outcome</b>	Blair Lovelace (lovelace.blair@brevardschools.org)
<b>Evidence-based Strategy</b>	Systematic instructional delivery of rigorous curriculum and intervention strategies that is research based to decrease gaps in phonics, vocabulary, fluency and comprehension. Research based curriculum: ELA: Grade 3- Making Meaning, Grades 4-6 -Wit & Wisdom, Grades K-2- LLI, Grades 3-6-WriteScore. Math: Eureka Math in grade K-5. iReady curriculum in math and ELA all grade levels. Intervention research based curriculum: Read 180, 95% Group Phonics and Phonemic Awareness, Rewards.
<b>Rationale for Evidence-based Strategy</b>	Data analysis indicates our ESE students are not making adequate learning gains when compared to district and state average. Lack of exposure to rigorous curriculum that expands vocabulary and comprehension while also providing tiered strategies to increase fluency has not closed the gaps in our ESE students learning. Providing researched based curriculum such as 95%Group, iReady and LLI will close the foundational gaps while tier 1 support with Wit & Wisdom and Eureka will build on grade level understanding.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Train and support teachers on intervention curriculum that targets specific deficits. Research based curriculum: Read 180, 95 % Group Phonics and Phonemic Awareness, Rewards, iReady toolkit lessons.</li> <li>2. Schedule professional development, collaborative data analysis and coaching to improve delivery. Professional development with iReady to use the instructional toolkit and Standards Mastery to delve into standards.</li> <li>3. Monitor and respond to MTSS supports and progress monitor Tier 2 &amp; 3 students bi-weekly. Provide targeted intervention strategies based on data. 95% Group, Read 180, iReady toolbox lessons.</li> <li>4. Schedule inclusive learning opportunities in the 90 minute reading block for 95% of students with disabilities with peers with targeted support in areas of need outside the 90 minute reading block.</li> <li>5. Hire 3 interventionist to work with Tier 2 students using Read 180, LLI, 95% Grou, iReady toolbox lessons.</li> <li>6. Utilize MTSS facilitator to guide and coach teachers with delivery of data driven interventions to support students.</li> </ol>
<b>Person Responsible</b>	Tina Mila (mila.tina@brevardschools.org)

<b>#3</b>	
<b>Title</b>	Social Emotional Health
<b>Rationale</b>	Increase in discipline referrals and students out of school and in school suspensions.
<b>State the measureable outcome the school plans to achieve</b>	Reduce discipline referrals from 430 to 344 which is a reduction of 20%.
<b>Person responsible for monitoring outcome</b>	Blair Lovelace (lovelace.blair@brevardschools.org)
<b>Evidence-based Strategy</b>	Restorative Practices Systematic Tier 1 Social Emotional Curriculum Systematic Tier 2 & Tier 3 support
<b>Rationale for Evidence-based Strategy</b>	The rationale supports students taking responsibility for their actions and building supportive relationships with teachers and peers to overcome emotional crisis and be more productive in the classroom.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Schedule professional development to all staff on system of restorative practices.</li> <li>2. Order and train staff on a systematic social emotional curriculum, Harmony, for students.</li> <li>3. Implement Positive Behavior Supports (PBIS) to assist in student understanding and growth.</li> <li>4. Continue partnership with Eckerd Kids and outside partnerships to provide small group and one to one counseling for at risk students.</li> <li>5. Create schedules for Lifetime Counseling and Eckerd Kids counselors to support students at risk.</li> <li>6. Schedule training with district resource teacher, Deitrich Browne to provide professional development with students with ASD in the inclusive environment. Patricia Rich for behavior analyst with over all supports.</li> <li>7. Monitor the fidelity of restorative practices, Harmony, Zones of Regulation and PBIS through the use of classroom observations and data collection in the RTI data base.</li> <li>8. Schedule professional development and coach staff with implementing understanding of Zones of Regulation.</li> </ol>
<b>Person Responsible</b>	Emily Schuleman (schuleman.emily@brevardschools.org)

**Additional Schoolwide Improvement Priorities (optional)**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

**Part IV: Title I Requirements**

### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Coquina works diligently to keep parents, families and community stakeholders involved in daily events. Membership on the School Advisory Committee and frequent surveys address needs and wants of our stakeholders. Family engagement and professional development is planned based on feedback and targeted SIP goals. Coquina has an active website with current events, Facebook page and blackboard calling system to inform the community.

#### **PFEP Link**

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

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Coquina provides a systematic Tier 1 curriculum (Sanford Harmony) to all Prek-6th grade students. In addition students needing additional support receive instruction through a systematic curriculum (Zones of Regulation) for self regulation and identifying emotions. Coquina received the Eckerd's Kids Grant and provides students in grades 3-6 with weekly prevention lessons, counselling and small groups. Additionally, Coquina has additional one-to-one counseling services for qualifying students.

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

Coquina contacts all local preschools within the school zone and shares Kindergarten Round Up Information and registration and processes and procedures. We house a Head Start VPK that promotes a smooth transitions for our families. Coquina partners with our feeder chain schools to support transitions with campus visits, specialized program demonstrations, and guidance counselor visitations.

#### **Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Blair Lovelace, principal, provides detailed responsibilities to the Leadership Team to promote efficient and targeted supports that impact student achievement. Leadership Team meetings are held weekly for updates and task alignment to support achievement. Literacy Coach, Math Coach, MTSS Coach, Intermediate Curriculum Coach and Primary Academic Coach all meet with administration to determine needs based on observations and target support to increase student engagement and productivity. All curriculum is vetted for rigor and supplemental programs are aligned to specific areas of concern to impact overall students achievement.

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

Clear outcomes goals are created for understanding the required skills needed for levels of secondary education. Special guests visit the campus to promote careers. Students visit Kennedy Space Center and learn the requirements needed to fulfill job requirements.