

Brevard Public Schools School Improvement Plan 2018 -2019

Superintendent:

Dr. Mark Mullins

Asst. Supt. of Leading and Learning:

K. Jane Cline

Principal Supervisor:

DJ Crannell

Name of School:

Fairglen Elementary

Principal:

Catherine Murphy

SAC Chairperson:

Kacey Coyle

School Grade History	2017-18: C	2016-17: C	2015-16: C
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Connections to District Strategic Plan

- Obj.L1. Protect instructional time
- Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4: Provide equitable support for every student’s social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices
- Obj.R3 Increase system-wide proactive communications

Mission Statement:

We will do whatever it takes to ensure success for all students.
(Revised August, 2015)

Vision Statement:

To empower students to achieve their full potential.
(Revised August, 2015)

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Annually instructional staff (EDI) and parents (district survey) are surveyed to assist in determining needs of the school. Survey data were reviewed to identify strengths and needs for improvement.

That data, along with FSA data was reviewed with teachers. During preplanning, teachers were provided with an opportunity to give input into the School Improvement Plan goals. In grade level teams, teachers brainstormed barriers and solutions to identified areas of need within our school data.

Data and school improvement goals were shared with the School Advisory Council. They were provided an opportunity to give feedback regarding the goals, barriers, and action steps. The SAC discussed the current trends in school data and had time to ask questions of administration in order to gain a deeper understanding of the data being presented.

Brevard Public Schools School Improvement Plan 2018-2019

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

Successful Practices

According to the 2017-2018 EDI Insight survey the domain of Observation and Feedback showed significant growth from the 2016 survey date. The teachers indicated they were given adequate feedback and follow up. We will continue to build upon the success teachers have experienced with feedback on instructional practices and feedback improving student outcomes. Utilizing feedback forms and conferences, both with grade level teams and individually, teachers will continue to receive feedback related to classroom observations.

According to our BPIE (Best Practices for Inclusive Education) survey results, we excel in a few areas where inclusive education is concerned. Those areas include offering a variety of service delivery models across all grade levels and having key personnel monitoring the implementation of inclusive education. In addition our Instructional Assistants receive professional development on how to work with students with disabilities in the general education setting. General and special education teachers utilizing the Florida Standards as a foundation for instruction for all students with disabilities, including those with cognitive disabilities is an area we are focusing on for improvement this year.

Observation and Feedback Domain Score	Fall 2016	Fall 2017	District Avg.
I get enough feedback on my instructional practice	81%	90%	79%
The feedback I get from being observed helps me improve student outcomes	77%	86%	76%
When I am observed, I get feedback on the content of my lesson (what I am teaching) in addition to my teaching practice (how I am teaching).	74%	84%	75%
My observer consistently follows up to see how successfully I am implementing feedback from our last observation.	53%	63%	65%

	2016-17 percent	Change between 15-16 to 16-17	2017-18 percent
ELA 3+ Proficiency	46	-3	43
ELA Learning Gains	51	-10	41
ELA L25 LG	47	-18	29
Math 3+ Proficiency	52	-5	47
Math LG	51	-2	49
Math L25LG	28	+12	40
Science	43	+2	45
Total % of 700	318/700= 45%		294/700=42%

Opportunities for Growth:

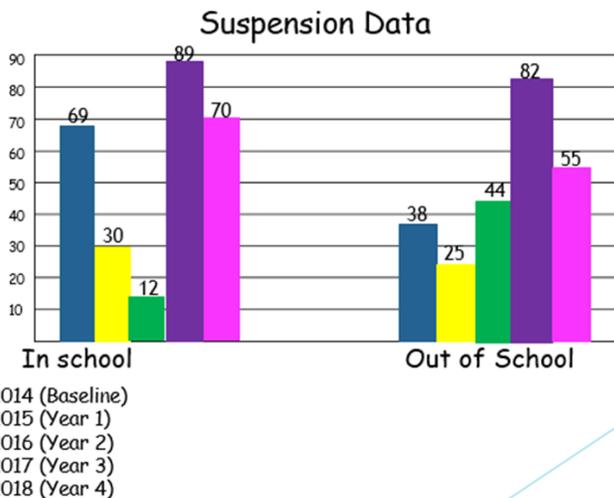
According to the 2017-2018 EDI Insight survey two areas our teachers felt needed to be addressed were Learning Environment and Instructional Planning for Student Growth.

Learning Environment Domain Score	Fall 2016	Fall 2017	District Avg.
Across my school, there are consistent expectations and consequences for student behavior.	79%	67%	64%
Interactions between students and adults at my school are respectful.	81%	59%	70%
School leaders provide me with the resources and support I need to maintain high standards for student behavior in my classroom.	89%	65%	74%

Instructional Planning for Student Growth Domain Score	Fall 2016	Fall 2017	District Avg.
I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to tasks.	85%	59%	76%
I have ready access to content experts with deep subject-area knowledge to support my instructional planning	83%	69%	76%
An instructional leader at my school regularly reviews student work from my classes.	58%	51%	55%

The EDI survey indicated that teachers find behavior a barrier to providing quality instruction. Students who were exhibiting problematic behaviors impacted their learning environments. EDI survey results also indicates that teachers are lacking collaboration, direction, guidance and coaching. Teachers met once a month to review student data.

The instructional assistant supporting Multi-Tiered Systems of Support (MTSS) helped to refine and focus the MTSS process in the beginning of the school year. Unfortunately, she was promoted to a district level position and the position remained vacant for the remainder of the year.



Another area of need indicated by student referral data is behavior. This data indicates a reduction in both out of school and in-school suspension data for 2017-2018. However, we still have a need to reduce overall referral data and disruptive behaviors impacting the learning environment.

What are the areas of successful student achievement and what data shows evidence of improvements?

Fairglen had several successes in 2017-2018. Florida Standards Assessment scores for 4th grade demonstrated increases in students scoring 3 and above from 2016-17 to 2017-18 in both reading and math. The number of students scoring level 3 and above increased by 13 in Reading and 16 in Math. Schoolwide our lowest 25% learning gains in math improved from a 28% to a 40% from 2016-17 to 2017-18. Improvements were also made in the percentage of students reaching science proficiency (43% in 2016-17 to 45% in 2017-18). We saw a decrease in students scoring level 1 on FSA Math in third and fourth grade.

What are the concerns with student achievement? Specify subgroups that represent concerns. Provide data to support concerns.

Trend data from the Florida Standards Assessment indicates the number of students scoring in the proficient range and above in Reading has declined. The percentage of students in our lowest 25% who have made learning gains based on the Reading assessment has declined from 49% in 2015-16 to 29% in 2017-18.

Year	Grade	Total Points
2013	B	501
2014	C	468
2015	C	139
2016	C	362
2017	C	318
2018	C	294

This table demonstrates a steady decline in overall points earned from state assessment scores for the past 6 years. 2015 scores did not account for learning gain points thus the variation in school points.

iReady Assessment Scores	English Language Arts		Math	
	Grade Level Average	On-grade Ranges for Early	Grade Level Average	On-grade Ranges for Early
K	351	362-395	346	362-372
1	397	434-457	378	402-412
2	459	489-512	402	428-440
3	495	511-544	426	449-463
4	526	557-578	445	465-481
5	547	581-608	463	480-497
6	572	598-615	476	495-513

This table illustrates the beginning of the year (Fall 2018) data for our students. The iReady diagnostic was given to all students K-6th grade for Reading and Math. The grade level average for overall scores are shown as well as the on-grade level averages for the Early diagnostic. This table demonstrates that our grade level averages do not fall within the on-grade ranges for Reading or Math.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

Given the decline in our students' assessment scores and the decline in teacher ratings concerning the Instructional Planning for Student Growth Domain on the Insight survey we are focusing on specific data collection, increasing grade level meetings and collaborative planning to ensure our students' success. Data from the Insight survey in the domain of Learning Environment coupled with referral and discipline data indicates our students need more support with developing Social Emotional skills to improve behavior in the classroom.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Utilizing Florida Standards and district resources as a basis of planning and collaborative conversation will ensure that students are receiving standards-based instruction. Classroom observations by school administration and Elementary Leading and Learning staff help to provide quality, targeted feedback for teachers concerning instruction. Reviewing student data in collaborative team meetings will provide opportunity for instructional staff to share best practices and high-yield instructional strategies. Working with grade levels we will analyze common formative assessments and data gleaned from their usage. During collaborative grade level meetings we will be discussing instructional shifts and how those are put into practice using aligned materials. The school's leadership team will be analyzing school-wide data on a consistent basis.

Students performing below grade level in ELA and Math receive intervention through the MTSS process. Much of the Tier 2 and Tier 3 supports are provided through Fairglen's Title I program. Due to continued struggles of 3rd-6th grade students to demonstrate proficiency levels on statewide assessments, there has been a shift of focus for Fairglen's Title I program. The shift has placed a much stronger emphasis on providing academic support for students in

Kindergarten through 2nd grade to ensure as much as possible is done to get students to grade level before reaching 3rd grade. Kindergarten, 1st grade, and 2nd grade each have their own full-time Title I teacher working solely with their grade level to provide academic support in Reading and Math to below grade level students.

School-Based Goal: What can be done to improve instructional effectiveness?

If teachers deliver effective standards-based instruction, then students' mastery of the standards will improve.

If we deliver instruction on emotional regulation and social emotional strategies, then we will decrease the occurrences of misbehavior and discipline referrals thus increasing students' time in the classroom focused on learning.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Teachers lack clarity of expectation	Teachers will <ul style="list-style-type: none"> develop look-fors related to the instructional shifts receive feedback and coaching after classroom walkthroughs and observations related to the 3 shifts. collaboratively plan with leadership during grade level meetings participate in collaborative grade level discussions and vertical team discussions to create non-negotiables for ELA instruction 	Teachers Literacy Coach Admin	- Look fors established in the first grading period -Feedback ongoing -Grade level meetings ongoing	-Data collection tool identifying look fors -Feedback forms -Grade level meeting notes -Non-negotiables established and embedded in instruction
Teachers need guidance and support to plan and deliver standards aligned instruction	Teachers will <ul style="list-style-type: none"> participate in professional development related to planning and alignment to the standards meet with leadership to review student data and instructional trends collaborate with peers and leaders to improve instructional planning collaborate with district content experts and Literacy Coach with deep subject-area knowledge to support instructional planning utilize aligned resources to plan lessons such as Grade level Standards, Item Specs, Standards Focus Documents, Common Core Companion, ATUs, Text Sets, ELFAS administer district assessments to track student progress related to standards utilize data from assessments to plan with grade level teams to drive instructional changes 	Teachers Literacy Coach Admin	-Professional development is ongoing -Collaboration and planning is ongoing -Analysis of assessment data is ongoing	-iReady diagnostic data -Grade level meeting notes -PD sign-in sheets -Teacher lesson plans reflecting alignment with the standards/standards focus documents -Observation data relating to the shifts and aligned instruction -Analysis of student tasks -District Assessment

	<ul style="list-style-type: none"> plan lessons that require students to read complex texts and speak about those texts in support of the instructional shifts develop a Literacy Leadership committee to explore best practices, needed professional development, and plans for improving implementation. <p>Select teachers will participate in school site visits (“instructional field trips”) to observe and reflect on text utilized in classrooms and associated tasks to improve instructional planning.</p>			data
Students in lowest 25% not making learning gains	<ul style="list-style-type: none"> Teachers and leadership team will monitor data, progress, and intervention of the lowest 25%. Utilizing iReady diagnostic data, teachers will identify students who need additional Title I support and intervention. Title I teachers will receive additional LLI training to ensure effective program use. LLI will be implemented with fidelity for our students identified with reading deficits. 	Teachers Literacy Coach Admin	Ongoing	-iReady diagnostic data -District assessment data -intervention data - LLI progress monitoring data
Teachers need support in providing instruction to students to assist with social emotional development	<p>Teachers will</p> <ul style="list-style-type: none"> receive professional development for Zones of Regulation implement Zones of Regulation in every classroom create toolboxes for students to utilize with students for regulation strategies utilize support team to assist with student behaviors participate in de-escalation professional development utilize de-escalation techniques to avoid aggressive outbursts within the classroom setting implement PBIS with fidelity to incentivize students to exhibit desired behaviors identify students needing additional support with strategies and mentors track occurrence of undesired behaviors <p>School resource officer will</p> <ul style="list-style-type: none"> support school staff with students who exhibit ongoing behavior challenges through mentoring and rewards provide support to parents of students with continual behavior challenges. assist school personnel with home visits when needed to address behavior concerns. 	Teachers Admin School Resource Officer	Ongoing	-referral data -observation data -students’ ability to identify emotional zone -students self-selecting toolbox items for emotional regulation

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes:

Measures the level of implementation of professional practices as a result of school improvement planning.

Qualitative:

By the end of the year teachers will plan collaboratively for standards-based instruction. Instruction will be altered to account for established school wide nonnegotiables. Teachers will be delivering instruction that is grounded in the instructional shifts and requiring students to work with complex text.

Quantitative: Show baseline data and goals set for the end of the year.

Instructional Planning for Student Growth Domain Score	Fall 2016	Fall 2017	2018 Goal
I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to tasks.	85%	59%	80%
I have ready access to content experts with deep subject-area knowledge to support my instructional planning	83%	69%	80%
An instructional leader at my school regularly reviews student work from my classes.	58%	51%	60%

Qualitative and Quantitative Student Achievement Outcomes:

Qualitative:

Students will be engaged in higher order tasks aligned to complex texts. Tasks will include a variety of opportunities for students to demonstrate understanding through writing. Students will be applying skills to new situations to demonstrate true mastery.

Quantitative:

Cells	2016-17 percent	Change between 15-16 to 16-17	2017-18 percent	Change needed	2018-19 Target Goal
ELA 3+ Proficiency	46	-3	43	+12	55
ELA Learning Gains	51	-10	41	+14	55
ELA L25 LG	47	-18	29	+21	50
Math 3+ Proficiency	52	-5	47	+3	50
Math LG	51	-2	49	+1	50
Math L25LG	28	+12	40	+10	50
Science	43	+2	45	+10	55
Total % of 700	318/700= 45%		294/700=42%		365/700= 52%

**Part 2: Support Systems for Student Achievement
(Federal, State, and District Mandates)**

For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.

MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.

1. Describe your school's data-based problem-solving process and school-based structures in place to address MTSS implementation.

Fairglen employs five Title I teachers to support MTSS by providing additional instruction and interventions. To support the early literacy initiative, a stronger focus is being placed on intervention in the primary grade levels. One Title I teacher works solely with Kindergarten students in reading and math. One Title I teacher works solely with 1st grade students in reading and math. One Title I teacher works solely with 2nd grade students in reading and math. One Title I teacher works with 3rd and 4th grade students in reading and math. The final Title I teacher works with 5th and 6th grade students in reading and math. The teachers utilize small group instruction through either a push-in or pull-out model based on the individual needs of students as well as use of a lab setting for computer-based programs.

For 2018-2019, Fairglen has identified an Instructional Assistant to assist with the MTSS process. In this role, the MTSS Instructional Assistant will provide support for teachers in order to increase communication and continual updates during IPST meetings. Title I teachers, administration, guidance, Teacher on Assignment, and ESE Support Specialist will monitor student data, provide guidance on interventions being used, track Early Warning indicators, and provide continual support for classroom teachers.

The MTSS Team will conduct monthly data meetings focused on below grade level students. Evaluative evidence will be collected and analyzed using data from the following:

Kindergarten – Kindergarten Literacy Survey (KLS), iReady Diagnostic Assessments, district assessments

1st Grade – Running Records, Leveled Literacy Intervention (LLI), iReady Diagnostic Assessments, district assessments

2nd Grade – Leveled Literacy Intervention (LLI), Phonics Screener for Intervention (PSI), iReady Diagnostic Assessments, district assessments

3rd Grade – Leveled Literacy Intervention (LLI), iReady Diagnostic Assessments, district assessments

4th Grade – Leveled Literacy Intervention (LLI), iReady Diagnostic Assessments, district assessments

5th Grade – Leveled Literacy Intervention (LLI), iReady Diagnostic Assessments, district assessments

6th Grade – Leveled Literacy Intervention (LLI), iReady Diagnostic Assessments, district assessments

2. List below who monitors the Early Warning System and how often.

Principal, Assistant Principal, Guidance Counselor, Teacher on Assignment, and Literacy Coach review Early Warning System data monthly

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2018-19:

Fill in BLANKS with data from 2017-18 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	58	53	32	26	31	30	40	270
1 or more ISS or OSS	3	1	1	2	6	2	16	31
Level 1 in ELA or Math				29	41	36	40	146
Substantial Reading Deficiency	18	16	11					45
2 or more indicators	2	1	1	14	14	16	29	77

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

Attendance

Interventions will include letters and/or phone calls to parents, referral to School Attendance Officer, home visits from Social worker/admin/SRO, recognition for perfect attendance, recognition for improved attendance, information on school attendance in newsletters.

Academic

Interventions will include academic support through Title I, referral to MTSS, referral to IPST, development of Progress Monitoring Plans, assignment of a mentor, and/or academic support through the Academic Support Program.

2 or more indicators

Interventions will include parent conference (to include admin), increased rate of progress monitoring by teachers and administration, referral to IPST, mentoring/check-in

PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent and Family Engagement Plan](#) to meet the requirements of this section.

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

21% of the parents participated in giving feedback on Fairglen's 2017-2018 Parent survey. Their responses provided the following information:

- 85% of the parents who participated feel the school values parent input.
- 75% stated they were given opportunities to provide feedback.
- 42.5% of parents stated online surveys were the best way to provide input.
- 85% of parents stated the school keeps them informed about information and events
- 69% of the parents indicated they prefer letters and flyers
- 62% of parents indicated they prefer emails
- 68% of parents indicated they prefer notes from the teacher
- 65% indicated they prefer student planners

When given the opportunity to provide more feedback through a survey at the beginning of the year parents indicated that Fairglen has several areas of strength. Those areas included communication, providing lunch and breakfast for our students, safety of our students, teachers, and a supportive and helpful staff. Parents also identified areas for improvement. Those areas included car loop, available parking, more one-on-one tutoring options, more notification for awards and events. Parent survey results also indicated that student behavior was an area needing improvement. Free responses from parents indicated that misbehavior greatly impacts classroom performance of all students. Parents also indicated that they would like more communication about their child(ren)'s classroom behavior.

Fairglen Elementary, a Title I school, has an extensive Parent Involvement Plan established for the 2018-2019 school year. The plan includes a schedule of a variety of meetings and programs for parents to attend throughout the school year. An explanation of the Title I program is provided at Bingo Nights, an annual Title I meeting, and Open House. An Academic Curriculum Series is designed to provide parents information and training so they may better support student learning at home. Parent Involvement Nights will also help parents understand programs used in school to support struggling students. Parent feedback from needs assessment surveys and program evaluations are utilized to evaluate and improve Fairglen's parent involvement programs.

STUDENT TRANSITION AND READINESS

PreK-12 TRANSITION [This section used to meet requirements of 20 U.S.C 6314\(b\)\(1\)\(g\).](#)

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. (e.g. incoming kindergartners, outgoing 6th graders)

Fairglen has two VPK classes and during the last quarter of each school year, the school assists the VPK students with the transition to Kindergarten with the following activities:

- VPK students go to breakfast with the rest of the students instead of as a separate grade level
- VPK students attend Activity classes, PE and Music, during the last few weeks of school
- A Kindergarten Orientation is held for incoming Kindergarten students and parents

Sixth grade teachers departmentalize, allowing students the opportunity to experience switching classes and having two different teachers. Feeder Chain orientations are provided to allow students the opportunity to learn about the school they will be transitioning to.

