

# Brevard Public Schools School Improvement Plan 2016 - 2017

**Name of School:**

Suntree Elementary

**Asst. Supt. of Leading and Learning:**

Jane Cline

**Principal:**

Mecheall Giombetti

**SAC Chairperson:**

Heather Martin

**Superintendent: Dr. Desmond Blackburn**

**Mission Statement:**

*Empower today's students to successfully impact tomorrow.*

**Vision Statement:**

*Responsible citizens inspired by passion and purpose- skilled at helping the world achieve its potential.*

## **Stakeholder Involvement in School Improvement Planning:**

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

Our planning process for school improvement includes all stakeholders. Faculty, staff and School Advisory Council members are involved in a review of available quantitative and qualitative data, a brainstorming process on potential strategies during preplanning and the first few weeks of the school year. Leadership teams, whose work assignments are aligned with the SIP, are established based on faculty and staff interest and strengths at the beginning of each year. A group of volunteer faculty, staff and parents take the work of the larger groups and consolidate it into the template adding pertinent research and rationale statements. Once a draft is complete, it is presented to faculty, staff and the SAC in a meeting format and amended as recommended. Our draft is presented to district support staff for feedback prior to final edits and formal submission.

Our Suntree Vision and Mission Statements are reviewed yearly and updated as needed. The mission, vision, and school improvement plan is communicated to all stakeholders through Edline communication, school website, newsletter announcements, parent meetings, faculty/staff meetings, and School Advisory Council meetings. Our school vision and mission are posted in the front office for visitors. They are communicated to students through direct instruction, modeling and “target talk” from the instructional staff and reinforced daily by everyone on campus.

# **Brevard Public Schools School Improvement Plan 2016 - 2017**

## **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 how are they revealed with data?**

#### **EDI Survey Results 2015-2016:**

Leadership	9.1 (+3)
Academic Expectations	(NA)
Learning Environment	8.8 (+4)
School Operations	8.9 (NA)
Observation & Feedback	8.2 (+9) Highest Gains

During the 2015-2016 school year, 94% of Suntree teachers participated in the EDI Insight Survey. The overall percentile rank for Suntree Elementary was an 80. This survey indicated an overall increase in Observation and Feedback by + 9 points which was Suntree’s highest gain, however there was a decrease from 92% to 84% (73% Brevard Average and 89% Top Quartile) on the

survey statement –“I get enough feedback on my instructional practice.” Feedback will be built into our T.R.A.C.K. Meetings (T- Target Standard and Success Criteria, R- Resources, Text, Tasks, Topics, Lessons, A- Assess and Analyze Student Progress C- Create an Action Plan and Next Steps, K- Knowledge Building and Growth). Suntime teachers will be participating in T.R.A.C.K. meetings monthly during the 2016 - 2017 school year. Teachers will work collaboratively to target specific standards and create learning scales as part of the process for planning for instruction and determining common success criteria for mastery of the standards. Administration and the literacy coach will participate in the T.R.A.C.K. process by facilitating a model for in-depth discussion of the priority standards, creating learning scales, and identifying learning targets and assessment.

A team of professional exceptional student education teachers, general education teachers, administrators, and parents met to discuss and plan for the school’s **Best Practices for Inclusive Education (BPIE)** with the support of a district resource teacher from FDLRS. All those involved participated in discussion based on survey results in order to determine next steps. The indicators below are items of specific significance to our SIP Goal :

- School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.
- All special education teachers are full, collaborative members of a general education curriculum team.
- General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.

The above indicators received a score of “Not Yet” for the implementation status. We will further address these indicators through School Improvement Plan strategies. Collaborative planning time for teachers will be built into schedules at a minimum of twice a month. Inclusion training has been recommended for both general education and exceptional education teachers.

**2015-2016 School Improvement Plan and Professional Development Assessment:**

**Focus-** Backward Lesson Design, Prioritizing Standards, Standards-based Instruction, Writing Across Content Areas

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

**What are the concerns with student achievements and how are they revealed to the data?**

An analysis of 2015-2016 BELAA data, FSA data, and our Insight Survey Results offers further rationale for focusing on the Integration of Knowledge and Ideas as it relates to writing in response to reading across the content areas, and providing teachers more consistent, focused feedback when planning collaboratively and reflecting and acting on the process for continuous improvement.

FSA Comparison Data:

ELA	ELA Learning Gains 2015	ELA Learning Gains 2016	Comparison DATA-
Suntime	78	64	-14

2016 FSA ELA Mean Scale Score Comparison Data

Grade	Suntime	District	State
3 <sup>rd</sup>	311	304	301
4 <sup>th</sup>	322	312	310
5 <sup>th</sup>	335	322	320

6 <sup>th</sup>	344	331	326
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2016 FSA ELA Percentage of Points Earned in Reporting Categories					
Grade	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-Based Writing
3 <sup>rd</sup>	72	72	50	82	
4 <sup>th</sup>	72	65	60	72	66
5 <sup>th</sup>	67	66	62	87	72
6 <sup>th</sup>	74	75	64	84	71

Suntree’s 2016 FSA ELA data reveals our school mean scale score is above the district and state average for third, fourth, fifth and sixth grade. However, upon closer analysis of the data we can see a significant area of weakness across all grade levels in the reporting category of Integration of Knowledge and Ideas. This will be our schoolwide focus for increasing student achievement.

BELAA EOY Assessment Data for 2015-2016:

BELAA Percentage of Students Scoring 70% or Higher (Benchmark)

GRADE	BELAA A	BELAA EOY
1st Grade	53%	60%
2nd Grade	46%	65%

On the 2015-2016 BELAA EOY assessment, sixty percent of last year’s first graders scored seventy percent or higher overall. Sixty-five percent of last year’s second graders scored seventy percent or higher.

**Analysis of Current Practice:**

**Describe actions steps that have become non-negotiable, things that you will continue doing.**

- Teachers will continue to integrate the use of student engagement strategies and higher order questioning within instruction.
- Leadership Teams are in place and include the following topics of focus: Florida Standards Based Education, Teaching and Learning Environment and 21<sup>st</sup> Century Skills/Best Practice. These teams continue to consist of representation from each grade level, and serve as a Professional Learning Community to support the

implementation of the School Improvement Plan.

- Grade level/department teams will utilize formal collaborative planning time to plan for and develop rigorous lessons to reach mastery of standards based on data.
- Teachers will continue to have training and work time focused on Florida Standards and the three ELA instructional shifts.
- Teachers will continue to utilize strategies for extended thinking activities, summarizing, and vocabulary in context.
- The majority of Suntree Elementary students with disabilities participate in an inclusion model. Suntree is working toward a full scale inclusion model. Our resource ESE teachers and our ESE instructional assistants work in the general education classrooms to teach and provide extra support for our ESE students.
- Suntree teachers continue to focus on writing in response to reading throughout the curriculum.

### **Best Practice:**

#### **Based on research, as it relates to the data analysis above, what should be best practices in the classroom?**

Based on an analysis of all data, it is evident there is a need for a stronger focus on the implementation of more effective standards based education and collaborative planning. We will further analyze our priority standards documents through collaborative planning. We will determine learning targets and success criteria and write and develop learning scales in order to track student progress and mastery of standards. “A performance scale is a continuum that articulates distinct levels of knowledge and skills relative to specific standards. When used as intended, performance scales will drive lessons, activities, assignments, and assessments.” as quoted from **Creating + Using Learning Targets + Performance Scales** by Moore, Garst, and Marzano.

As well as focusing on standards based instruction, collaborative planning, and performance scales, we also need to continue to work on writing in response to reading across the curriculum. In the book, **The Fundamental 5- The Formula for Quality Instruction**, (Cain & Laird) critical writing is defined as the writing for the purpose of organizing, clarifying, defending, refuting, analyzing, dissecting, connecting, and/or expanding on ideas or concepts. Critical writing is currently the least frequently used of the five practices that have been identified to be fundamental to effective instruction. In order for students to be successful, they must be able to think and write critically in all content areas.

The concept of Dweck’s Growth Mindset will be utilized as a guiding principle in our work with standards based planning and assessment. Suntree teachers will apply their knowledge of the strategies and processes involved in planning for standards-based instruction with an emphasis on writing in response to reading across the curriculum.

Further analysis of the 2015-2016 Florida Standards Assessment (FSA) indicates a weakness in the area of Integration of Knowledge and Ideas across all grade levels. Research from Walsh and Sattes shows that asking high order questions in a planned and purposeful manner throughout instruction will support high levels of student learning and achievement. Last year we began by prioritizing standards and grouping them with supporting standards. This year we will focus on unpacking the standards to reach the intended rigor of instruction, create learning scales and learning targets, and analyze student work samples for mastery of the standard. “Once teams have prioritized and clearly stated the standards, they will create proficiency scales for them. Proficiency scales articulate learning progressions for each prioritized standard. Learning progressions describe how students’ understanding of a topic develops over time.” **School Leaders’ Guide to Standards Based Grading** by Heflebower, Hoegh, and Warrick.

“Standards are meaningless until you define how to assess them. Assessments, therefore, are the roadmap to rigor.” as stated in **Leverage Leadership** by Bambrick-Santiago. Suntree Teachers will continue to collaborate and plan with the “end in mind.” Knowing where we need to go makes it easier to plan how we will help our students get there.

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

All Suntree teachers and administrators will engage in collaborative planning to deepen our understanding and further our implementation of rigorous standards based instruction, with emphasis on integration of knowledge and ideas through writing in response to text across the curriculum.

**Strategies:** Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Rigor and alignment of standards need to be addressed through planning.	Teachers will meet and plan in collaborative teams on a regular basis for the purpose of analyzing data, planning for standards based instruction and developing grade level unit plans.	Administration Teachers	August 2016- May 2017	Grade level meeting notes, Grade level unit plans, Meeting Agendas, Data Analysis Documents, Student work samples
	Teachers will participate in Grade Level Team meetings (two times per month) to T.R.A.C.K. *T. - Target standard and success criteria *R.- Resources, text, tasks, topics, lessons *A.- Assess and analyze student	Administration, Reading Coach, Teachers	August 2016- May 2017	Grade level meeting notes, Grade level unit plans, Meeting Agendas

	<p>progress *C.- Create an Action Plan and next steps *K - Knowledge building and growth.</p> <p>Teachers will participate in ERD professional development, planning, and implementation of the Three Instructional Shifts.</p> <p>As part of our T.R.A.C.K. process Teachers and administrators will revisit “look fors” that were previously established through a collaborative process involving all K-6 teachers in order to align with current areas of focus.</p>	<p>Administration, Reading Coach, Teachers</p> <p>Administration, Reading Coach, Teachers</p>	<p>October 2016- May 2017</p> <p>October 2016- December 2016</p>	<p>Grade level meeting notes, Grade level unit plans, Meeting Agendas</p> <p>Revised version of “look fors”, Classroom walk throughs and feedback targeted on “look for”</p>
<p>Professional Development needs to be addressed in multiple ways.</p>	<p>Teachers will participate in training and implement principles of Growth Mindset for teachers and Collaborative Planning in relation to ELA Florida Standards on our ERD day in September 2016.</p>	<p>Administration, Reading Coach</p>	<p>September 2016</p>	<p>Classroom walk throughs, Data/Notes, Conference Schedules, Feedback Notes in ProGOE, EDI Survey , T.R.A.C.K. Process</p> <p>Pre-planning</p>



	new knowledge and ideas back to Suntree to share with all staff.			
Need to communicate the complexity of the Florida Standards across the curriculum in all grade levels to our parents and families.	Develop and implement a Family Math Night Event.	Administration, Teachers	November 2016	Feedback Survey
	Gather and publish (school website) parent recommended Math resources for home learning.	Administration, Teachers	November 2016- May 2017	Feedback Survey
	Develop, promote, and utilize a school based reading incentive program that encourages writing in response to reading with accountability.	Administration, Reading Coach, and Teachers	January 2017- May 2017	Feedback Survey

**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 throughout your school.

The results of the 2016 Insight Survey indicate Suntree’s staff reports a strong instructional culture. However, our overall Instructional Culture Index Score declined from 9.7 to 9.0 according to our 2016 EDI results. The highest ranked domains in 2016 include Leadership (9.1), Academic Expectations (8.9), Learning Environment (8.8), School Operations (8.8), and Peer Culture (8.7). Our weakest areas include Workload (6.4), Career Progression (7.0), and Evaluation (7.8). The area of Observation and Feedback, an area of focus based on last year’s survey, increased from 7.3 to 8.2 which reflects our greatest sub score gain. More specifically, in the category for Observation and Feedback in 2015, only 38% of teachers felt that they had regular opportunities to discuss instructional plans and get feedback from their evaluator. In 2016 that item increased to 68%. However, this is still the lowest score of all the items in this survey area.

The 2016-2017 EDI Survey will show an increase from 68% of teachers to 80% of teachers feeling that they have regular opportunities to discuss instructional plans and get feedback.

A recent, simple Likert Scale survey also established a need for addressing teacher planning. Survey results showed that only 42 % of teachers felt that their planning time needs were met to an adequate degree.

On a post survey in Spring 2017, 80% of teachers will feel that their planning time needs have been met to an adequate degree.

BPIE Survey results from the spring of 2016 also indicate a need for additional planning opportunities for general education and exceptional education teachers. This was an identified area of focus for us to address when results were analyzed, reviewed and discussed with the entire faculty following our survey. Training was conducted in the Spring of 2016 as a first step to engage teachers in co-teaching, collaborative planning and flexible scheduling concepts to further our inclusion efforts and goals to increase the number of ESE students being served in the general education setting.

The Spring 2016 BPIE Survey reflected that we had “Not Yet” implemented collaborative planning between ESE teachers and General Education teachers. By Spring 2017, our BPIE Survey will reflect that we are Partially or Fully implementing collaborative planning between ESE and General Education teachers.

This data, as well as a review of teacher comments on both surveys and from informal conversation, indicate a need to make feedback a more integral and meaningful part of the planning process. We will be focused on building each collaborative planning team’s capacity to utilize a continuous improvement process of data/work sample review, analysis, and collaborative planning for Standards Based Education (SBE) (with an emphasis on priority standards, formative assessment/learning scales, and task development) by facilitating and modeling feedback during our newly developed T.R.A.C.K. Meets. The basic principles of T.R.A.C.K. include identification of learning targets and success criteria, selection of resources/text/tasks/topic, analysis of student progress, creation of a plan of action for next steps, and knowledge building and growth. T.R.A.C.K. was developed based on information received by a school team’s participation in the Marzano Conference—Building Expertise this past June.

**Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.**

On Spring FSA ELA 2017, Suntree Elementary will see an increase in learning gains from 64 to 80 points earned.

On Spring FSA ELA 2017, Suntree Elementary will see an increase of 5 percentage points in each grade level in the reporting category of Integration of Knowledge and Ideas.

On the Brevard English Language Arts Assessment (BELAA) End of the Year Assessment 2017, students will receive a 70% or higher (Benchmark expectation) for 1st and 2nd grade.

## **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 2015-2016 and a description of changes you intend to incorporate to improve the data for the year 2016-2017.**

**MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI** This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

- 1. 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. Include the methodology for coordinating the use of federal, state and local funds, services, and programs.**

Personnel resources are assigned based upon the Personnel Allocation Report provided to the school by the district. Teachers are given assignments based upon the class size needs, requirements, and student projections. Curricular and instructional resources are allocated and assigned based upon classroom and student needs and the available allocated funds.

- 2. Describe your school's data-based problem-solving process: including types of data used to monitor effectiveness of core, supplemental, and intensive instruction; and school based structures in place to address MTSS implementation.**

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the applicable levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

Suntree Elementary has quarterly MTSS meetings. Suntree also collects and tracks data on a “need-driven” basis. MTSS Binders are kept in the grade level pods. Our MTSS support members are available weekly for consultation and assistance for individual students on a case-by-case basis.

**Core Instruction (Tier 1)** is what “ALL” students receive in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of the district’s Core Curriculum and is aligned with the Language Arts Florida Standards and Mathematics Florida Standards. Tier 1 services (time and focus) are based on the needs of the students in a particular school. Some schools require more time than other schools in particular core curriculum areas based on student demographics (readiness, language, economic factors) and student performance levels to ensure that ALL students reach and/or exceed state proficiency levels. (examples- Journey’s Reading Curriculum, Envision Math, etc.)

**Supplemental Instruction (Tier 2)** is what “some” students receive **in addition to** Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, “effective” Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district. Tier 2 services are more “intense” (more time, a narrower focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education classroom, separate settings, home). (flash cards, phonics intervention program, SRA supplemental materials, etc.)

**Intensive Instruction (Tier 3)** is what “few” students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups or individual students. The purpose of Tier 3 services is to help students overcome significant barriers of learning academic and/or behavior skills required for school success. Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and Tier 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district. (specialized curriculum-95% intervention, DIBELS, DAZE)

**PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).**

**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?**

Suntree Elementary has many informational and community building opportunities for parents to attend. Prior to the first day of school we begin with a Meet and Greet in order to orient families, establish relationships, and initiate communication. We follow up with a more in-depth Open House agenda conducted in multiple sessions to meet the needs of families. Many additional events are scheduled throughout the year such as Family Game Night, Family STEAM Night, Fall Festival, Family Math Night, Sweetheart Dance, Boys Night Out, Science Fair, Art Show, our many musical performances, and Suntree Spirit Nights hosted at area businesses.

Suntree Elementary has monthly Parent/Teacher Organization (PTO) and School Advisory Council (SAC) meetings.

On the 2014-2015 Parent Survey 98.5% of parents who responded stated that the best way to communicate with them is through email. Many of our teachers have parents' email addresses, and use them to communicate frequently. We use Edline, Blackboard Connect, and Peachjar to connect with parents electronically. Hard copy newsletters and flyers are also used to communicate with parents.

Additional means of connecting with parents and sharing information is through various social media platforms, the school website, and the marquee.

In addition, many of our teachers, parents, and students are involved in Service Learning Projects such as:

- Collect money for the Brevard Sheriff's K-9 unit and selling art to donate for Paws for Boots
- Work with Suntree United Methodist Preschool to grow community gardens
- Collaborate with local nursing homes for holiday centerpieces and Teddy Bear Christmas Tree
- Raise money for fellow school mate with cancer
- Make hygiene bags for Men's Place and Daily Bread
- Collect soap for Clean the World Program
- Make placemats for Daily Bread
- Participate in school fundraisers for local organizations such as: juvenile diabetes, heart disease, and childhood cancer
- Mentoring projects between primary and intermediate classrooms

**EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3. The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).**

**1. List any additional early warning system indicators and describe the school's early warning system.**

**ELEMENTARY**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:

The early warning system identification tools utilized are Performance Matters and AS400. Students with chronic behavior, academic, and attendance issues are discussed at grade level team MTSS meetings. Teachers generate a Progress Monitoring Plan and meet with parents to discuss Tier 1 interventions. If Tier 1 support is unsuccessful, the team will analyze and discuss a plan to move to Tier 2 or Tier 3 support as needed.

Add any additional EWS indicators here:

**SECONDARY**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:

NA

Add any additional EWS indicators here:

NA

- 2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2015-16 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 2016-17:**
- The number of students by grade level that exhibit each early warning indicator listed above.

Fill in BLANKS with data from 2015-16 School Year - Number of Students														
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance <90	20	23	24	16	12	11	14							120
1 or more ISS or OSS	0	2	2	6	1	4	4							19
Level 1 in ELA or Math	N/A	N/A	N/A	5	20	6	10							41
Course Failure in ELA or Math	N/A													
Students exhibiting 2 or more indicators	0	2	2	5	7	2	5							23

- 3. 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).**

Students identified by the early warning system are discussed at quarterly MTSS meetings. Teachers generate a Progress Monitoring Plan designed to meet the individual needs of the students identified. Our Exceptional Education students’ needs will be addressed on their Individual Education Plan or at an IPST meeting.

In addition to early warning indicators for attendance, academics, and behavior, we monitor students with excessive tardiness for each semester and offer the opportunity for students to participate in a problem solving lunch with the assistant principal and parent support to assist in the problem solving process.

## STUDENT TRANSITION AND READINESS

- 1. 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.**

Suntree Elementary offers community VPK Program Teachers the opportunity to observe in our Kindergarten classrooms, answer questions, and discuss Kindergarten expectations. We invite our parents and students to attend our Kindergarten Orientation in May before the next school year. We welcome them and they get a tour of Suntree Elementary and get to experience what it is like to sit on a school bus. In August, we have a New Family Welcome for our kindergarten parents and new families at which time we welcome parents and students and give them a preview of the next school year.

To support the transition for our 6th graders, Suntree hosts a Middle School Information night for the families. Our feeder schools are invited as well as our choice programs. We also have a musical program to highlight the music programs at our feeder schools and students visit our feeder school before they graduate.

2. **COLLEGE AND CAREER READINESS** This section is required for schools with 9, 10, 11 or 12. **This section meets the requirements of Sections 20 U.S.C. § 6314(b).**

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

N/A

**(TITLE 1 SCHOOLS ONLY)**

**Highly Qualified Teachers**

Describe the school based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

<b>Descriptions of Strategy</b>	<b>Person Responsible</b>	<b>Projected Completion Date</b>
1.		
2.		
3.		

**Non-Highly Qualified Instructors**

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified. \*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

<b>Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly qualified</b>	<b>Provide the strategies that are being implemented to support the staff in becoming highly qualified</b>