Brevard Public Schools
School Improvement Plan
2017-2018

Superintendent:

Desmond K. Blackburn, Ph.D.

Asst. Supt. of Leading and Learning:

K. Jane Cline

Principal Supervisor:

Dr. Teresa Wright

Name of School:

Suntree Elementary

Principal:

Shari Tressler

SAC Chairperson:

Heather Martin

School Grade History	2016-17: A	2015-16: A	2014-15: A

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

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 pre-planning 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, administration, 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 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, monthly 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.

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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?

The greatest areas of success were:
- regularly scheduled TRACK meetings
- half-day collaborative planning sessions for each grade level
- district technology resources enhanced instructional routines through embedded practices in the classroom
- enhancing speaking and listening standards through student discussion (Socratic Seminar)
- professional development part one: three instructional shifts for ELA and Socratic Seminars

Data from the EDI Insight Survey shows an increase of 0.2 in the Instructional Planning for Student Growth Domain Score an increase of 0.4 in the Observation and Feedback Domain Score, and an increase of 0.4 in the Professional Development Domain Score. The most significant increases were in the following areas:

- "My school has dedicated time for teachers to analyze interim assessment data and/or student work and to plan for future instruction and intervention based on student performance."
- "I am satisfied with the support I receive at my school for instructional planning."
- "In the past six months, I have practiced teaching techniques with a peer or instructional expert outside my own classroom."

After analyzing data and reflecting on professional practices that were implemented the areas of concern and opportunities for growth are in the following areas:

- collaborative planning for exceptional education teachers
- collaborative planning for other content areas
- developing/using common formative assessments to track student progress
- vertical discussions about writing expectations in each grade level
- access to complex text for all learners
- continuous work as a team to build collective efficacy (d = 1.57)

Data from the EDI Insight Survey shows concerns from teachers in the following areas:

- "I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to tasks."
- "I have access to questions, tasks, and assessments that allow me to assess students' progress toward learning goals and pinpoint where understanding breaks down."

Data from a beginning the of year survey shows that 52% of teachers would like to participate in professional development focusing on writing. It also shows that 42% of teachers would like to participate in vertical team discussions focused on writing.

Brevard Practice for Inclusive Education (BPIE) data identified the following as an opportunity for growth:

- Collaborative planning between ESE teachers and General Education teachers.

What are the areas of successful student achievement and what data shows evidence of improvements?
What are the concerns with student achievement? Provide data to support concerns.

Student achievement data shows the most success in math overall and learning gains by the lowest quartile. Evidence of improvement:

- An increase from 82% of students performing at a Level 3 and above in math to 85% of students performing at a Level 3 and above in math.
- An increase from 63% of students making learning gains in math by the lowest quartile to 75% of students making learning gains in math by the lowest quartile.
- An increase from 54% of students making learning gains in ELA by the lowest quartile to 64% of students making learning gains in math by the lowest quartile..

After further analysis of student data the greatest concerns are with the text-based writing scores in ELA, the Integration of Knowledge and Ideas cluster.in ELA, and 5th grade State Science Assessment.

- A decrease from 83% of students performing at a Level 3 and above in ELA to 81% of students performing at a Level 3 and above in ELA.
- The percent of students meeting proficiency on the text-based writing by scoring 7 out of 10 is concerning.

Grade	Percent of Students Scoring 7 out 10 or higher on Text-Based Writing (2015-2016)	Percent of Students Scoring 7 out 10 or higher on Text-Based Writing (2016-2017)
4th	51%	36%
5th	74%	68%
6th	60%	40%

- A decrease from 88% of students performing at a Level 3 and above in science to 83% of students performing at a Level 3 and above in science.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers, and action steps.
Suntree FSA data supports the need for our school to focus on rigorous standard aligned instruction, specifically addressing our scores that decreased in the area of ELA (text- based writing), math, and science. Teachers will engage in TRACK meetings, collaborate on action teams, develop writing rubrics, attend vertical team meetings, as well as participate in professional developments on the 3 shifts in ELA.

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.)
Our teachers attend monthly TRACK meetings to discuss and reflect on standards-aligned instruction, as well as, make instructional decisions based on data. We also have quarterly MTSS meetings to go over ongoing progress monitoring data and decide if interventions are working or if further testing is needed. We have had one professional development training on the 3 shifts in ELA instruction, and we are planning to follow up with another training this school year. In addition, teachers will have the opportunity to put PD into practice on the 3 shifts with coaching and feedback from administration and the instructional coach. Teachers are having vertical team meetings each semester to discuss standards for each grade level.

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

Suntree teachers and administrators will engage in collaborative planning to implement rigorous standards aligned instruction emphasizing the three shifts in ELA, which will lead to an increase in student achievement across all content areas.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
We need rigorous standards aligned planning and instruction utilizing the three shifts in ELA.	1. Teachers will meet and plan in collaborative teams on a regular basis for the purpose of analyzing data, planning for standards aligned instruction and developing grade level unit plans.	Administration, Instructional Coach, Teachers	September 2017- May 2018	Grade level meeting notes, grade level unit plans, meeting agendas, data analysis documents, student work samples
	2. Teachers will participate in Grade Level Team meetings monthly to TRACK *T.- Target standard and success criteria *R.- Resources, text, tasks, topics, lessons *A.- Assess and analyze student progress *Create an Action Plan and next steps *K.- Knowledge building and growth	Administration, Instructional Coach, Teachers	August 2017- May 2018	Grade level meeting notes, grade level unit plans, meeting agendas
	4. Teachers will participate in professional development, planning, and implementation of the Three Instructional Shifts.	Administration, Instructional Coach, Teachers	October 2017- May 2018	Classroom walkthroughs, data/notes, conference schedules, feedback notes in ProGOE, EDI, Survey, TRACK Process

	5. Differentiated Professional Development for Math and Science based on needs assessments and data collection.	Administration, Instructional Coach, Teachers	February 2018	Professional Development Agenda
A cohesive writing plan is needed for K-6 students. A gap exists in writing expectations.	1. Create Action Team for ELA	Administration, Teachers	August/ September 2017	Meeting notes
	2. Grade level teams will create specific writing rubrics and expectations that align with the standards.	Administration, Instructional Coach, Teachers	August 2017- May 2017	Student work samples, student data, classroom walkthroughs, data meetings
	3. Use writing rubrics to build learning scales to inform both teachers and students about progress and guide instruction.	Administration, Instructional Coach, Teachers	August 2017- May 2017	Student work samples, student data, classroom walkthroughs, data meetings
	4. Monthly vertical teams will reflect on Grade Level Standards, Best Practices, Formative and Summative assessments, as well as student strengths and weaknesses.	Administration, Instructional Coach, Teachers	September 2017- May 2017	Meeting notes
	5. Teachers will incorporate a text based writing component in each lesson cycle.	Administration, Instructional Coach, Teachers	August 2017- May 2017	Lesson Plans

Parents desire to learn more about standards aligned instruction, curriculum, and resources.	1. Suntree will have Curriculum Nights (ELA, Math, and STEAM) for parents to learn more about standards aligned instruction, curriculum, and resources.	Administration, Instructional Coach, Teachers	August 2017- May 2017	Parent 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.

At the end of the 2017-2018 school year, on the EDI Insight Survey Suntree will remain in the top quartile average the Instructional Planning for Student Growth Domain Score. There will be an increase from 77% to 85% on the statement, "I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to tasks." There will also be an increase from 82% to 90% on the statement, "I have access to questions, tasks, and assessments that allow me to assess students' progress toward learning goals and pinpoint where understanding breaks down." Walk-throughs, T.R.A.C.K. meetings, student work samples, and student progress monitoring data will be used to measure teachers' implementation of standards aligned instruction and best practices.

Qualitative and Quantitative Student Achievement Outcomes:

*On Spring FSA 2018 ELA, Suntree Elementary students will have an increase in meeting proficiency (7 out of 10) on text- based writing:
- **4th grade from 36% to 50%**
- **5th grade from 68% to 75%**
- **6th grade from 40% to 50%**

*On Spring FSA ELA 2018, Suntree Elementary will have an increase of students achieving level 3 or higher from 81% to 85%.

*On Spring State Science Assessment 2018, Suntree Elementary students will have an increase from 83% to 88% students making proficiency.

*Students will be engaged in authentic tasks pertaining to speaking, listening, reading and writing (3 shifts in ELA); as evidenced by in walk-throughs, TRACK discussions, and collaborative planning.

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 2016-17 and a description of changes you intend to incorporate to improve the data for the year 2017-18.

MTSS & EARLY WARNING SYSTEMS   **Please complete 1 – 4.**

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.

1. Describe your school's data-based problem-solving process 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)

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

The administrative team monitors the Early Warning System quarterly. The MTSS team meets quarterly to share ongoing progress monitoring data for attendance, behavior, and academics.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2016-17 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 2017-18:

Fill in BLANKS with data from 2016-17 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	21	27	24	34	21	12	22	161
1 or more ISS or OSS	0	1	2	1	7	1	0	12
Level 1 in ELA or Math				1	25	10	9	45
Substantial Reading Deficiency	2	3	3					8
2 or more indicators	0	1	0	1	12	4	4	22

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).

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 tardies 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.

PARENT AND FAMILY INVOLVEMENT: (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?

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 indepth 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 2016-2017 Parent Survey 87.38% 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 electronic marquee.

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

- Raise money for family of schoolmate with cancer
- Make hygiene bags for Men's Place and Daily Bread

- Participate in school fundraisers for local organizations such as: juvenile diabetes, heart disease, and childhood cancer
- Students will grow edible plants at a local community garden for Family Promise of Brevard, Daily Bread, and Woman and Children's Shelter

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.

Suntree Elementary offers Kindergarten Orientation in May before they attend Kindergarten. In August we also have a New Family Welcome for our Kindergarten Parents.
Suntree hosts a Middle School Information night for 6th grade families. Our feeder schools are invited, as well as our choice programs. Students also visit our feeder schools before they graduate 6th grade.