

# Brevard Public Schools School Improvement Plan

## 2018 -2019

**Superintendent:**

Dr. Mark Mullins

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

K. Jane Cline

**Principal Supervisor:**

Dr. Teresa Wright

**Name of School:**

Indialantic Elementary

**Principal:**

Dr. Lori Braga

**SAC Chairperson:**

Mary Kublin/Julie Schneider

**School Grade History**

**2017-18: A**

**2016-17: A**

**2015-16: 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:**

The Indialantic Community cultivates an environment where students are encouraged to strive for personal progress, where perseverance is the passion, and growth is the goal.

**Vision Statement:**

Creating a unified and challenging learning environment where all students are inspired to succeed.

**Stakeholder Involvement in School Improvement Planning:**

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

The development of the 2018-2019 Indialantic Elementary School Improvement Plan started with the leadership team's disaggregation of our 2017-2018 FSA scores to ascertain areas of successful student achievement and areas of concern. In addition, we reviewed our 2017-2018 EDI Survey to decipher our successful practices and see where there are opportunities for growth. Next, twenty two teachers met over the 2018 summer to brainstorm and implement ideas to grow our school culture and community, and plans were of action were researched to assist with the areas of academic concern in student achievement. Based off the data, information from district surveys, and teacher input, the 2018-2019 School Improvement Plan was put into a draft form.

During pre-planning, all faculty and staff were given the opportunity to add input and feedback towards the draft. Furthermore, after all stakeholders have had the opportunity to give their opinions make their contributions to the School Improvement Plan, reflection will occur during S.A.C., faculty meetings, and P.T.O meetings. In addition, it will be posted on the school website and a

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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?*

#### **Successful Practices:**

On the Educational Data Index (EDI) Insight Survey for the 2016-2017 school year Indialantic's School Index Score was a 9.6 for the 2017-2018 school year it was a 9.2 (-0.4).

Areas of success on the EDI Survey for Indialantic are as follows:

- Learning Environment- 2016: 9.1 to 2017: 8.8 (-0.3)
- Instructional Planning and Student Growth Measures- 2016: 8.7 to 2017: 8.8 (+0.1)
- Peer Culture- 2016: 9.2 to 2017: 9.2 (+0)
- Professional Development- 2016: 8.8 to 2017: 8.7 (-0.1)

Areas that create an opportunity for growth on the EDI Survey for Indialantic:

- School Operations- 2016: 8.7 to 2017: 8.8 (+0.1)
- Workload- 2016: 6.4 to 2017: 7.1 (+0.7)
- Career Progression- 2016: 7.2 to 2017: 8.2 (+1.0)

#### **Opportunities:**

Comparing the last two years of data from the EDI Insight Survey with the school priority indicators on the Best Practices for Inclusive Education (BPIE), the following areas overlapped on both the areas of concern from the Educational Data Index (EDI) Insight Survey and school priority indicators:

- Administrators facilitate job-embedded professional development on inclusive practices for all school personnel
- Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.
- All special education teachers are collaborative members of a general education curriculum team.
- General and special education teachers regularly plan instruction together.
- Learning opportunities and resources are provided to families of students with disabilities.

The BPIE is updated every 3 years, therefore it will be reassessed during the 2018/2019 school year. The data will be updated once the assessment is completed.

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

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

| Grade | 2017-18 | Subject | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | % below | % at or above | 16-17% below | 16-17% at or above |
|-------|---------|---------|---------|---------|---------|---------|---------|---------|---------------|--------------|--------------------|
| 3     | Percent | ELA     | 3       | 14      | 31      | 36      | 16      | 17      | 83            | 17           | 83                 |
| 3     | Percent | Math    | 4       | 14      | 31      | 36      | 16      | 17      | 83            | 21           | 79                 |
| 4     | Percent | ELA     | 4       | 5       | 29      | 41      | 21      | 9       | 91            | 19           | 81                 |
| 4     | Percent | Math    | 5       | 5       | 29      | 36      | 24      | 10      | 90            | 31           | 69                 |
| 5     | Percent | ELA     | 10      | 25      | 23      | 27      | 15      | 35      | 65            | 20           | 80                 |
| 5     | Percent | Math    | 14      | 17      | 25      | 21      | 23      | 31      | 69            | 14           | 86                 |
| 5     | Total   | Science | 6       | 28      | 31      | 17      | 18      | 34      | 66            | 27           | 73                 |
| 6     | Percent | ELA     | 11      | 16      | 23      | 37      | 14      | 27      | 73            | 35           | 65                 |
| 6     | Percent | Math    | 8       | 14      | 38      | 32      | 8       | 22      | 78            | 32           | 68                 |

**Areas of Successful Student Achievement:**

Third Grade Math moved from 79% of the students scoring a level 3 or higher in 2017 to 83% of the students scoring a level 3 or higher in 2018.

Fourth Grade ELA moved from 81% of the students scoring a level 3 or higher in 2017 to 91% of the students scoring a level 3 or higher in 2018.

Fourth Grade Math moved from 69% of the students scoring a level 3 or higher in 2017 to 90% of the students scoring a level 3 or higher in 2018.

Sixth Grade ELA moved from 65% of the students scoring a level 3 or higher in 2017 to 73% of the students scoring a level 3 or higher in 2018.

Sixth Grade Math moved from 68% of the students scoring a level 3 or higher in 2017 to 78% of the students scoring a level 3 or higher in 2018.

**Concerns for Student Achievement:**

Fifth Grade ELA decreased from 80% of the students scoring a level 3 or higher in 2017 to 65% scoring a level 3 or higher in 2018.

Fifth Grade Math decreased from 86% of the students scoring a level 3 or higher in 2017 to 69% scoring a level 3 or higher in 2018.

Fifth Grade Science decreased from 73% of the students scoring a level 3 or higher in 2017 to 66% scoring a level 3 or higher in 2018.

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

When reviewing the data from the 2017-2018 to the 2016-2017 FSA the number of students who score a 4 or 5 decreases. To assist with this the teachers in third through sixth grade will be targeting differentiated digital literacy through learning menus and scales. This approach will allow for teachers to meet students where their learning needs are whether that be remediation or acceleration.

*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.)*

Indialantic Elementary utilizes Professional Development, PLCs, and Data Meetings to ensure that grade levels are using standards-aligned instruction in all content areas. Bimonthly PLCs Meetings are utilized to monitor individual student scores on common grade level assessments, reflect on student outliers, and converse on alternative lessons for classes that may need additional scaffolding. Furthermore, bimonthly Data Meetings are in place to target and assess how Tier II and Tier III interventions are progressing, regrouping when needed, and alternatives for ineffective interventions. In addition, for the 2018-2019 school year, Indialantic’s Professional Development will target literacy in Kindergarten through second grade and differentiated digital literacy in third through sixth grade. These targets are due to the decrease in the number of students who scored a three or higher on the 2017-2018 FSA in third through sixth grade.

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

For the 2016-2017 and 2017-2018 school years Indialantic Elementary focused on the prioritization of standards to drive effective instruction while motivating students to grow as learners through a Growth Mindset. Due to this drive the staff has had extensive professional development and reflection through PLCs on prioritization of standards. We are now taking it a step further and focusing on targeted standards in areas of deficiency to ensure the improvement of instruction at the school level.

For the 2018-2019 school year Professional Development, PLCs, and Data Meetings for kindergarten, first, and second grade will focus on literacy through foundational skills. This focus will allow for common instruction and the vertical alignment of curriculum which will create opportunity for student growth. Equally important, third through sixth grade will be focusing on Digital Literacy through differentiated instruction based on student need at Professional Development, PLCs, and Data Meetings. This target will enable teachers to meet each student’s academic areas of need based off their learning levels.

Moreover, the focus on Growth Mindset and Life Skills throughout the campus will still be relevant but additional components will be added to enhance student understanding and promote growth. Each grade level will be utilizing Skillstreaming by Goldstein and McGinnis to assist with the social emotional growth of Tier I, II, and III students, as needed. Furthermore, Indialantic teachers worked collaboratively to decide on our school focus, “Only One You,” a book by Linda Kranz. These focus will help tie our school together as a community while allowing each student to celebrate what makes them individually unique.

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

| <b>Barrier</b>   | <b>Action Steps to Overcome Barrier</b>                           | <b>Person Responsible</b>                        | <b>Timetable</b>  | <b>In-Process Measure</b>  |
|--|---|--|-------------------|--|
| Vertical alignment of cohesive foundational skills in Kindergarten, first, and second grade        | 1. Training on Barton spelling and phonics instruction            | Reading Coach<br><br>Teachers                    | Aug 2018-May 2019 | Professional Development, PLCs, Classroom Walkthroughs               |
| Teacher understanding and implementation of digital tools in the classroom for student progression | 1. Training on Digital Tools at Professional Development and PLCs | Administration<br><br>Teacher Leaders<br>Teacher | Aug 2018-May 2019 | Professional Development, PLCs, Classroom Walkthroughs, lesson plans |

|  |  |                            |                      |  |
|--|--|----------------------------|----------------------|--|
| School wide Social Emotional Curriculum Roll Out   | <ol style="list-style-type: none"> <li>1. Research and Purchasing of Social Emotional curriculum</li> <li>2. Training on Social Emotional Curriculum at Professional Development and PLC</li> </ol>  | Administration<br>Teacher  | Summer 2018-May 2019 | Professional Development, PLCs, Classroom Walkthroughs, lesson plans |
| Continued attention on growth mindset, life skills and school focus both in and out of the classroom | <ol style="list-style-type: none"> <li>1. Development of Growth Mindset/ School Focus Committee</li> <li>2. Teachers collect and disperse documents and instruction for classrooms use to continue to grow a safe and growth mindset school culture.</li> <li>3. Ongoing committee meetings to reflect and continue growth mindset/school focus</li> </ol> | Administration<br>Teachers | Summer 2018-May 2019 | Meeting Minutes, Lesson Plans, Classroom Walk Throughs               |

**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:**

Indialantic’s qualitative data from the Insight Survey revealed that we have the opportunities for growth in the areas of professional development and planning and the need for general and special education teachers to plan together and collaborate. Specifically, the school priority indicators are:

- Administrators facilitate job-embedded professional development on inclusive practices for all school personnel
- General and special education teachers regularly plan instruction together.
- All special education teachers are collaborative members of a general education curriculum team

These qualitative areas of need will be targeted through the Action Steps listed above and will be assessed through the EDI Survey at the end of the 2018-2019 year to show growth in those areas.

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

On Indialantic’s Insight Survey we have opportunities for growth in the areas of School Operations, Teacher Workload, and Career

Progression. We are targeting these areas through the action steps outlined above. Based on the action steps, our goal is to increase in each area by .5 or higher, as shown below:

- School Operations 2016: 8.7 (Goal for 2017=9.3 or higher)
- Workload 2016: 6.4 (Goal for 2017=6.9 or higher)
- Career Progression- 2016: 7.2 (Goal for 2017=7.7 or higher)

### **Qualitative and Quantitative Student Achievement Outcomes:**

#### **Qualitative:**

At the close of the 2017-2018 school year the teacher's surveyed students and then completed a school wide survey about the potential need for a more cohesive school community. At the completion of the survey it was discovered that there is a need for a school environment that is more connected. To assist with this area of need a committee of teachers came together over the summer of 2018 and researched and voted on a the school focus of "Only One You" by Linda Kranz. At the close of the 2018-2019 school year the students and teachers will re-assess the success of our school focus and continue with it for the following year if the data supports.

#### **Quantitative:**

On Indialantic's 2017-2018 School Improvement plan we targeted a 79% pass rate on the English Language Arts Florida Standards Assessment in grades three through sixth. After disaggregation data it was found that we had a 78% pass rate in grades three through sixth on the English Language Arts Florida Standards.

We were close to our goal but did not succeed. However, we did increase from a 76% pass rate to 78% pass rate, gaining two percentage points. We are going to continue to capitalize on on this gain and put into place the action steps listed above to continue to push our pass rate for the 2018-2019 school year. Our quantitative goal for this year will, for the third year, have our pass rate be 79% on the English Language Arts Florida Standards Assessment.

## **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.

Indialantic Elementary adheres to the MTSS model and follows the guidelines set forth by the district. Data is utilized to answer questions about the effectiveness of all Tiers of instruction, this allows the teachers to identify and align all available resources. School-wide, grade level and classroom data is analyzed at monthly Grade Level Data Meetings. The specific focus at these meetings is on data trends indicating curriculum needs, specific classroom needs, and individual student needs (academic or behavioral). The data is utilized for Response to Intervention groups, instructional strategies, and progress monitoring. All these strategies combined allows for teachers and administration to tackle early warning indicators as they present themselves.

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

Administration and guidance work with teachers and monitor RTI to ensure fidelity of the MTSS process. IPST meetings are held every Thursday and include input from team members on how to best address the student’s instructional needs and apply intervention resources which have the highest impact. Teachers work with the literacy coach, resource teachers, school psychologist and our Exceptional Support Specialist to obtain strategies and curriculum to best meet the needs of each individual student. The principal, assistant principal, and literacy coach also hold monthly data team meetings with grade levels to monitor classroom instruction by looking at number of students that are falling in Tier I, Tier II, Tier III and monitor their movement throughout the tiers. Tier I data is obtained by reviewing grade level common assessments and district required assessments through Performance Matters, FAIR data from the PMRN, PASI, and PSI data for K-2. Tier II and Tier III data is comprised of data collected by teachers using

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   | 36 | 40 | 39 | 43 | 24 | 45 | 44 | 271   |
| 1 or more ISS or OSS   | 0  | 0  | 0  | 2  | 0  | 5  | 3  | 10    |
| Level 1 in ELA or Math   |    |    |    | 2  | 9  | 22 | 19 | 52    |
| Substantial Reading Deficiency   | 26 | 13 | 18 |    |    |    |    | 57    |
| 2 or more indicators   | 13 | 3  | 8  | 3  | 4  | 15 | 13 | 59    |

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).

Two of the biggest concerns at Indialantic Elementary according to the Early Warning System is attendance and our Level 1’s on the Florida Standards Assessments. For attendance Indialantic Elementary will continue to utilize our Attendance team to run weekly reports of student absences, send home notices when students reach more than five absences, schedule Attendance meetings when the students reach 10 absences, and also have students complete an Attendance Appeal Packet as needed for 9 or more absences in a semester.

For our Level 1’s on the Florida Standards assessment we are going have Administrative monitoring of our school wide Soar to Success/MTSS initiative to ensure students are being placed in appropriate interventions and assessed every six weeks to see if they need to be recommend to be sent to our Individual Problem Solving Team.

**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?*

Indialantic Elementary enjoys a very active and positive parent involvement in many activities. The Parent Teacher Organization supports the school in a multitude of ways with the greatest impact of providing funds for technology and resources. Various parents provide academic support in the area of reading, math and science. A large number of parent volunteers assist in small group instruction in reading and math. The Indialantic Dads Club helps with grounds upkeep, fundraising for technology, and overall school support.

Two strengths and best practices for Indialantic Elementary that were found through the 2017-2018 BPS Parent and Student Survey was that 95% of parents believed that the leadership and staff foster a community that promotes student achievement and 97% of parents believed our school had a welcoming environment.

In addition, after reviewing the survey data it is apparent that an area of weakness for Indialantic Elementary is 33% of people who conducted the survey would like “more provide input and feedback into school based decisions”. This is be addressed

during the 2017-2018 school year through utilizing surveys to poll parent opinions before decisions are made, heightened advertising of our School Advisory Meetings and encouraging parents to participate, and an addition of a Family Engagement Night where families will be able to come to work collaborative with their child.

## 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 6<sup>th</sup> graders)*

**Kindergarten Round-up:** Each year in April Indialantic Elementary holds a Kindergarten Round Up. Notification goes out in the school newsletter, is placed on the school Marque and flyers are given to the area Preschools. Students and parents visit the school, take a tour of the facility, meet the special activity teachers, kindergarten classrooms and view a video of the Kindergarten program and curriculum.

**6th Grade Tours:** The various middle schools that offer specialized programs visit our school and give presentation of their programs. The music program from Hoover Middle provides opportunities for our students to get excited about band and chorus when watching them perform at Indialantic. Administration at both Hoover and Indialantic are collaborating on tours for the sixth graders to experience what middle school will be like.