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:

Debra Crannell

Name of School:

Quest Elementary

Principal:

Christine Boyd

SAC Chairperson:

Beth Conti

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
Obj.R3 Increase system-wide proactive communications

Mission Statement:

Our mission is a Quest for educational excellence in a nurturing 21st century environment that promotes exemplary character, independent thinking, and a desire for lifelong learning.

A collaborative learning community on a journey to reach its highest potential.

Stakeholder Involvement in School Improvement Planning:

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

Staff were led through a PD format, looking and analyzing data, collaborating professional and student successes, drafting goals for the year, brainstorming barriers, a plan to overcome the barriers, and data to review next year, measuring our growth.

Community members and parents were involved in looking at data, collaboration and discussions, through our Coffee with the Principals, School Advisory Council, and PTO sessions.

Brevard Public Schools
School Improvement Plan
2017-2018

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?

Successes:
- Standards based instruction, focusing on the Shifts in ELA, the rigor, and critical thinking strategies of students defending their answers, as well as increasing textual evidence.
- Data to support these successes include; FSA score ELA Achievement Level increase in grades 3 (+8), 5(+4) and 6(+1). Increased school-wide FSA ELA Achievement percentage by 2%. Insight survey remained constant in Academic Expectations, at 8.9. 15 ESOL students were exited from the program based on FSA and WIDA scores. According to the BPIE survey, the site fully implements "general and special education teachers using the FL standards as the foundation for instruction for all SWD's, including those with a significant cognitive disability.

Opportunities of Growth:
- Using common assessments and OPM's to assist in the MTSS/RTI process of documentation, increasing knowledge of strategies to use for lowest 25% of students, without altering complex texts, RTI research-based materials during intervention block, and intervention system, as well as a consistent system, to assist in behavioral issues that impede a child's education.
- FSA ELA Learning Gains dropped 6% and in Lowest 25% dropped 3%, Math Learning Gains dropped 8% and Lowest 25% dropped 13%, on the Insight Survey Learning Environment dropped by 1.2 points, and according to the BPIE, "short and long-term efforts to implement and improve inclusive practices [lowest 25%, as well as students with behavior plans], as measured by the BPIE, are included in the SIP."

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.

Successes:
- Writing and analysis of students, increased reading comprehension, goal setting and tracking, reducing pull-out minutes, and increasing Growth Mindset amongst all grade levels.
- Data to support these successes include; FSA score ELA Achievement Level increase in grades 3 (+8), 5(+4) and 6(+1). Increased school-wide FSA ELA Achievement percentage by 2%. Insight survey remained constant in Academic Expectations, at 8.9. 15 ESOL students were exited from the program based on FSA and WIDA scores. According to the BPIE survey, the site fully implements "general and special education teachers using the FL standards as the foundation for instruction for all SWD's, including those with a significant cognitive disability." Also on the BPIE, the site fully implemented "interdependent relationships and social responsibility among all students with and without disabilities across all general education and natural contexts." IEP's also reflected the success and movement towards the inclusion model, with less pull-out minutes.

Opportunities of Growth:
- Math fluency and number sense, behavior in the educational setting, ELA proficiency of standards at 4th grade, and lower language skills upon entry into kindergarten.
- Math achievement overall dropped 1%, with Math Learning Gains dropping 8% and 13% with the Lowest 25%, Kinder assessments at the beginning of the year show less expressive language, on the Insight Survey Learning Environment dropped by 1.2 points, and according to the BPIE, "short and long-term efforts to implement and improve inclusive practices [lowest 25%, as well as students with behavior plans], as measured by the BPIE, are included in the SIP."

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.
• Our goals this year is to continue increase use of and implement the rigor of the standards in both ELA and Math, increasing our strategic approach to our RTI groups, as well as our inclusion model, and creating a school-wide systematic approach to behaviors. The rationale is explained above in our Opportunities of Growth and the data to support those. Our barriers include access to standards in an easy to use format, resources that are research based, time, and inconsistent policy of behaviors. Action steps include PD trainings on standards, resources on BPS website for teachers, online resources, collaboration time, and discipline committee to develop school-wide plan, Tiered approach to discipline, and providing support, from administration, in all subject areas. Supporting and increasing the L25% of students on the FSA.
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.)
• Quest breaks down the standards, analyzes them, looks at the level of rigor, and aligns them to the resources during PLC meetings, PD, and collaboration with general education and ExEd teachers. Standards in all subject areas are presented to staff online and in paper format. Assessments, by the district, are reviewed and discussed. 3rd grade collects portfolios on each student. Progress is monitored through PLC notes and observations, PD exit slips, classroom observations, co-teaching lessons, and data from common assessments discussed at RTI meetings, as well as analyzing the FSA data. Progress can also be tracked on Istation, which is our school-wide alternative assessment.

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

Teachers will continue to increase the rigor of instruction, aligned to the standards in both ELA and Math, supporting our lowest 25% with research based instruction, and making sure that behavior does not impede their success.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Accessibility to Standards Aligned Resources	1. Administration will present PD on Standards Resources and Standards Based Instruction 2. Teachers will collaborate on existing resources, trainings, as well as new resources. 3. PD/Resources for RTI groups, lowest 25% of population	Administration, Instructional Coach, Faculty	Yearlong	Classroom Observations, PD, RTI data/collaboration, PLC Meetings, Istation, Common Assessments
Inconsistent approach/plan to behaviors that impede learning	1. Administration will develop a discipline committee 2. The Discipline Committee, comprised of staff, will establish a school wide	Administration, Discipline Committee, Faculty	October 1st, 2017	Discipline Committee Meetings, Draft of Plan, Presentation and Feedback to grade level teams

	discipline approach 3. Teachers will participate in a Tiered approach, supporting the MTSS process or RTI model to behaviors, presented in the PD.			

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.

Increase by…
- Insight Survey: Increase by 1 point in the areas of Learning Environment
- BPIE: Increase to "fully" on short and long term efforts to implement and improve inclusive practices
- ESOL: Increase students exiting from services by 20%.

PD Exit Slips, Evaluations and Observations:
- Teachers will implement the MTSS process, following steps outlined in MTSS training.
- Teachers will implement inclusive strategies, discussed at training with Mr. Pearlman, collaborating with Exed teachers.

Qualitative and Quantitative Student Achievement Outcomes:

Increase by…
- FSA: L25% Learning Gains, in ELA and Math, by 5 points
- Istation: In ELA, each grade level will increase scores on the ISIP from May 2017 to May 2018 by 5%.
- RI: Reading Inventory will increase the Avg. by the end of the year, in grades 2nd-5th.
- FAIR: Probability of Literacy Success Avg. will increase 5 % in grades 3rd-6th.
- FSA, overall, in ELA and Math Achievement, will increase by 5 points.

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.

1. Describe your school's data-based problem-solving process and school-based structures in place to address MTSS implementation.
   - Quest has an MTSS process in place. Training was provided during pre-planning, Resources were provided to staff (online folder on desktop, bulletin board, folders with paper copies, MTSS pamphlet, and resource links). The teachers report to administration, once they have begun the process, collaborate with their grade level team, as well as at the RTI data meetings.

2. List below who monitors the Early Warning System and how often.
   - Early Warning Signs are initially monitored by the teacher in Performance Matters, creating a PMP if needed. The Guidance Counselor monitors attendance, following district guidelines. The grade level and administration monitors students' academic progress, noting students in intervention groups on a Google spreadsheet, documenting the OPM's or data. This information is monitored on a weekly basis. Each RTI group will run 6 weeks, with an OPM every 3. Academic progress is also monitored on Istation and other common assessments.

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	2	22	19	21	19	9	24	113
1 or more ISS or OSS	5	0	0	1	2	6	0	14
Level 1 in ELA or Math				5	7	14	6	32
Substantial Reading Deficiency	3	20	15					38
2 or more indicators	1	1	0	0	5	4	0	11

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).
   - Daily RTI groups, for each grade level, focusing on ELA and/or Math for 30 min. daily, 5 x a week. OPM every 3 weeks, completing form 7. MTSS form 1-2 completed. If progress is not made, administration is counseled and forms 3-4 are completed. Forms 5, 6 and 8 are brought to the RTI meetings if progress is still stagnant.
   - Tiered Intervention approach for behavior; CICO sheets, social skills groups, mentors, character education, growth mindset.
   - Communication (letters/conferences), with parents, in regard to attendance. Guidance tracking communication and resources that a family may need.

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?

- Best practices include parent volunteers throughout the day, family events, and teacher communication to parents.

- Areas of weakness include communication from administration, parent/staff collaboration on topics/issues, parent policies that support educational success of students, and opportunities of educational trainings for parents.

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.

- Pre-K transition included IPST transition meetings before the students entered, parent involvement in transition, staff support, welcome day/nights, and visits from the teacher.
- 6th grade transition to Middle School includes informational days/nights for students and parents, visit to the Middle School, and Clubs or Organizations visiting Quest from the Middle Schools.