

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:

Saturn Elementary School

Principal:

Janice Rutherford

SAC Chairperson:

Pamela Williamson

School Grade History

2017-18: C

2016-17: B

2015-16: B

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:

To create a learning environment that facilitates the development of social and emotional well-being while being engaged in rigorous, standards aligned instruction to promote success for all students.

Vision Statement:

To provide a safe, caring environment to challenge all of our students to become self-motivated, respectful citizens where 100% graduate high school, ready to enter the workforce or college of their choice through partnership of home, school, and community.

Stakeholder Involvement in School Improvement Planning:

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

Saturn Elementary staff reviews the mission statement, vision statement, and the School Improvement Plan (SIP) at the beginning of the year. The SIP is created, reviewed, and published during the first two months of the school year. During faculty meetings, the rough draft of the SIP and data are reviewed with 100% of the teachers and their input is requested, considered, and recorded. The mission, vision, and the outline of the SIP are presented at the Annual Title 1 Meeting. Parents are invited to join the School Advisory Council (SAC) and encouraged to give input into the SIP, Compact, and Parent Involvement Plan. Bi-monthly newsletters contain the mission and vision statements in every issue. Input is requested from parents and community

members at all engagement events. Once the SIP is approved by the SAC and the District, it is placed on our school web-site and a link is placed in our newsletters, so all stakeholders may view the document. The goals and objectives are reviewed consistently to make sure the school stays on target. Newsletters will be posted bi-monthly on our school web-site, students will be given hard copies, and updates will be posted on our Saturn Elementary Happenings Facebook page. The blackboard system, where messages are sent via phone, email, and text will make parents aware that a newsletter is being uploaded to our sites and sent home with their child(ren).

Brevard Public Schools School Improvement Plan 2018-2019

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

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

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

Over the past few years, Saturn Elementary has had success in various areas. For the 2017-18 school year, the goal was to have all instructional staff consistently and pervasively focus on implementing rigorous standards aligned instruction to increase student achievement while attending to the social and emotional aspects of all students.

As part of the school improvement process, Saturn worked very hard to implement rigorous standards based instruction in math. Eureka Math was implemented in K-6. Teachers spent numerous hours meeting, planning, implementing, and reviewing data aligned to the new math program. With this hard work, Saturn increased overall from 47 to a 58 (a gain of 11 points) with the lowest 25% in math.

Next, Saturn has worked very hard to reduce the number of behavioral incidents. Teachers used the Time-to-Teach program with fidelity throughout last school year. This year we are transitioning to CHAMPS in all grade levels (Pre-K -6th). Administration, SRO, social worker, and guidance counselors have gotten involved with misbehaviors and have worked hard to build relationships with students to help reduce future behaviors. The guidance counselor holds small group meetings for select students in the calming room to discuss appropriate ways to handle their feelings. Saturn feels that because of the calming room that was developed and put into use during the 2016-17 school year, our relationships with students have improved. Students are learning strategies while there to better cope with the demands placed on them during school and outside of school. Out of 750 students at Saturn last school year, less than 3% had chronic behavior concerns.

On our most recent Insight Survey, the domains that Saturn had the most improvement for the last two years was in observation and feedback. On average this area has gone from 7.4 to 7.7 during this time frame, making us on par with the district average. Another area that showed great improvement is the area of teacher evaluation. Last year we improved from 7.8 to 8.1 overall showing that administration is communicating expectations and giving quality feedback more consistently throughout the school year and to all teachers.

Areas of concern in regards to professional practices as seen in the Insight Survey show a decline in the learning environment domain score. This domain looks at consistent expectations and consequences for

student behavior as well as resources and support being provided to maintain high standards for student behavior in the classroom. In this area, Saturn went from an overall score of 8.1 to 8.0. We also showed a decline in the area of peer culture, where we went from an 8.4 in 2016 to an 8.2 in 2017. Saturn has added a second assistant principal and revamped the discipline plan while adding common procedures school-wide through the use of CHAMPS and Sanford Harmony Social Emotional Learning Program. These changes will give Saturn a more consistent approach to discipline.

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.

In order to get a more complete picture of our student achievement we evaluated the below three year data comparison chart which shows some areas of success and areas of concern.

English Language Arts FSA	SY15-16	SY16-17	SY17-18
3 rd grade scoring grade level and above	40%	44%	37%
4 th grade scoring grade level and above	38%	42%	31%
5 th grade scoring grade level and above	33%	30%	37%
6 th grade scoring grade level and above	46%	48%	42%
Overall learning gains	49%	53%	46%
ELA lowest 25% learning gains	37%	47%	36%
ESE learning gains		35%	24%
ELL learning gains		20%	5%
Minority learning gains		40%	34%

Math FSA	SY15-16	SY16-17	SY17-18
3 rd grade scoring grade level and above	52%	55%	53%
4 th grade scoring grade level and above	38%	43%	44%
5 th grade scoring grade level and above	48%	54%	55%
6 th grade scoring grade level and above	70%	69%	73%
Overall learning gains	64%	63%	71%
Lowest 25% learning gains	62%	47%	58%
ESE learning gains		27%	28%
ELL learning gains		15%	5%
minority learning gains		43%	39%

Strengths:

Our fifth grade ELA scores show an increase of 7% over last year and four points over the last three years. Overall, the ELA scores in all grade levels show the need to continue our school-wide focus on implementing rigorous standards based instruction but with an increase in accountability measures. When looking at our Math FSA scores overall our scores show slight increases or just minor fluctuations in scores with all grade levels.

The implementation of Eureka Math last year is helping the students grasp the math concepts with long term retention. With us moving into our second year of implementation of Eureka, the extensive time out of the classroom for training is no longer necessary which should give more consistency and fidelity with the Eureka program.

Opportunities:

This data also shows that our intervention team using a pull-out model was not as effective as we hoped and actually resulted in lost academic time. This year we have all intervention specialists using a push in model which increases the amount of focused time in the classroom and adds additional support in the classroom during core instruction time.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps. The above data does not show a clear pattern of improvement for Saturn. This year’s goals are more focused on providing the support needed to teach standards based instruction in both reading and math. Focusing solely on students in the bottom 25% for intervention is not gaining the results we wish to see. Therefore, a more prescriptive intervention for all students is being initiated where data will be reviewed on a weekly basis to ensure students are grasping the material being taught, intervention teams have been dispersed so there is one assistant per grade level to assist with small group instruction. While we continue to monitor the lowest 25%, we hope to raise scores from 55% in math FSA to 60%. In reading, we hope to raise scores from 51% to 55%.

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.)

Saturn plans to ensure that standards-aligned instruction for all content areas is done consistently as follows: Teachers are being trained and supported in both reading and math to make certain they truly understand how to address the standards in their teaching with bi-monthly data meetings run by a member of the administration team. Faculty meetings will continue to be held monthly so that teachers have additional time to plan instruction with their team and district resource teachers. Team meetings are being held weekly with regular administrative support and accountability measures to ensure standards aligned instruction is occurring in all grade levels. To provide more time for direct instruction, the intervention specialists are assigned to one grade level and will use push in models of support whenever possible. All grade levels have enough technology so that classrooms can provide one-to-one technology when needed reducing the need for times in computer labs. Our Literacy Coaches and resource teachers will be monitoring and providing feedback to all teachers K-6 to make sure that instruction reflects the standards. Administrators will use information from Data Team Meetings to determine if instruction has changed based on student achievement data.

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

All instructional staff will focus on implementing rigorous standards based instruction to increase student achievement while attending to the social and emotional aspects of all students.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Large influx of students from surrounding schools due to rezoning which changed the culture of the school	1. School—wide implementation and instruction in CHAMPS procedures 2. New school-wide discipline plan for	Administration team	On-going	Classroom walk-throughs, discipline implementation plans

	all grade levels 3. Addition of a second Assistant Principal 4. Additional resource teacher			
Training and support in using iReady is needed.	1. Provide teachers with specific focused training on iReady for Reading instruction and intervention. 2. Provide administration and intervention specialists with focused training on iReady and its intervention program. 3. Weekly review of iReady reports and iReady Pass rates	Literacy coach, Administration team, teacher leaders	September training On-going support as needed	Teacher surveys, FSA ELA data, iReady growth reports, iReady Usage Reports
Inconsistency in behavior expectations and discipline procedures	1. CHAMPS procedural protocol instruction to all teachers 2. Morning meeting and afternoon closing procedures set school-wide 3. Administration meetings weekly	Administration team	On-going	Discipline data, classroom walk through data
Increase in the number of new teachers to Saturn	1. Weekly grade level meetings to ensure standards based instruction is occurring across the grade level 2. Twice monthly data team meetings to review implementation of standards based instruction in all classes 3. Support provided for all new teachers with our resource teachers and mentors.	Lead mentor teacher, administration team, grade level chairs	Weekly grade level meetings and bi-monthly data team meetings throughout the school year	Agenda and meeting minutes, increase in FSA ELA and Math scores, completion of new teacher induction program
Scheduling of time to work with students to help them develop self-awareness and social skills to succeed in school is	1. Guidance Counselor will teach self-awareness skills to all kindergarten students through	guidance counselor, administration team, social worker	Every sixth day during activity rotations for Kindergarten	Schedule, classroom walkthroughs

needed.	the activity wheel rotation. 2. Social worker assigned to Saturn full time 3. Guidance counselor and social worker will meet with small groups of students to work on self-awareness techniques			
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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.

Last year 100% of all students in grades three through six had their own device (laptop or iPad) to use in the classroom for increased blended learning activities and 21st Century skills advancement. This gave all students an opportunity to demonstrate individually what they learned in the classroom and increased time on task. In the primary grade levels, the ratio of one-to-one device usage is increased and is now high enough for each grade level to ensure that time lost transitioning to computer labs is minimalized or non-existent giving our teachers more time in the classroom for instruction.

While the focus on standards based teaching has been consistent and additional time for planning was given last year, this year the plan is to ensure that team planning is more focused. Our literacy coach and administration team will be rotating through all grade level team meetings throughout the month and reviewing the agendas and meeting minutes of all grade level meetings to ensure focus on student performance and standards based instruction.

The administration team put together a schedule of classroom walk-throughs to ensure that at least one administrator visits every classroom every week with the expectation of increased feedback to teachers resulting in more effective classroom instruction.

The format for our bi-monthly Data Team Meetings has been revamped to have an increased focus on student achievement data compiled from various data points such as iReady, Running Records, QLA, and District Assessments. These Data Team Meetings will be led by a member of the administration team. The desired outcome of our Data Team Meetings is to drive students achievement to show 70% pass rate on iReady.

In reviewing the Insight Survey under the domain of Career Progression, we note an increase in the area “there are opportunities for me to advance at my school” from 37% to 48% which brings us 4 percentage points above the district average in this area.

Qualitative and Quantitative Student Achievement Outcomes:

Saturn earned 364 points for a school grade of C. Saturn exceeded the fourth-grade district scores in Operations, Algebraic Thinking and fractions by 9% and Numbers and Operations in Base 10 by 9%. 49% of

our third-grade students are at a Level 3 or above in Math. 61% of our fourth-grade students are at a Level 3 or above in Math. 53% of our fifth-grade students are at a Level 3 or above in Math and 57% of our sixth-grade students are at a Level 3 or above in Math. The number of Level 1 sixth-grade Math students decreased from 2017 to 2018 and Level 5 sixth-grade Math students increased from 7% to 13% in 2018.

The ELA scores demonstrate 45% of our third-grade students are at a Level 3 or higher, 52% of our fourth-grade students are at a Level 3 or higher, 49% of our fifth-grade students are at a Level 3 or higher, and 49% of our sixth-grade students are at a Level 3 or higher. Our percentage of Level 5 sixth-grade ELA students increased from 4% to 9% in 2018.

Saturn has increased the number of computers available for use in the classrooms. We see an increase in the types of programs and learning activities the teachers are assigning to the students. There is an increase in student engagement using these devices as well. Based on data, when students are engaged in active learning, academic achievements will increase.

Students are using the iReady program in reading for 45-49 minutes per week. They will take a placement test and increase their scores from previous months. Since this is the first year we are using the program, teachers will focus on reading and learning how to monitor growth and implement remediation and intervention, striving to increase student achievement.

In reviewing our Social and Emotional programs implemented at Saturn, we will continue to utilize the, “Zen Den” in our guidance counselor’s office. We will continue social services with our on-staff social worker and with our SRO. Kindergarten students and specified students will also continue with Mindfulness Training with our guidance counselor. The whole school will also be utilizing the Sanford Harmony Social/Emotional Learning Program.

Cells	2016-2017 percent	Change between 15-16 to 16-17	2017-2018 percent	Change Needed	2018-19 Target Goal
ELA3+ Proficiency	55	-4	51	+4	55
ELA Learning Gains	63	-10	53	+4	57
ELA Lowest 25% Learning Gains	61	-11	50	+4	54
Math 3+ Proficiency	61	-9	55	+4	59
Math Learning Gains	61	-9	55	+4	59
Math Lowest 25% Learning Gains	49	+3	52	+4	56
Science	52	-4	48	+4	52
Total % of 700	402/700 = 57%		364/700 = 52%		392/700 = 56% B

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.
Saturn teachers use formative data within their own classroom and grade levels to determine if students are grasping the material being taught. Summative data is used to determine the effectiveness of their teaching and is used for core instruction.
Teachers and the intervention specialists use iReady to determine the effectiveness of Tier II and Tier III instruction for those students who are struggling. Students tested, weaknesses identified, and instruction begins where the students are based on the data using targeted intervention techniques.
Saturn also provides after-school academic support and Saturday enrichment camps.
All of the above data, along with behavioral data will be used in the MTSS process. The MTSS plan is an integral part of the School Improvement Plan and its goal is to help students reach their highest potential. The plan allows teachers to identify students in need at an early stage. Strategies are put into place and monitored weekly for Tier I and bi-weekly for Tier II, in the hopes of remediating the student so no further steps are needed. The MTSS facilitator monitors individual student profiles to assess needs and develop a plan. Then, targeted instruction is identified and interventions are initiated. Students not making adequate process will be addressed in an IPST meeting. Guidance counselor and resource teachers are available to assist teachers with behavioral plans and intervention strategy implementation. The MTSS data will be kept and maintained by the teacher until it is turned over to the IPST team. Our MTSS resource teacher works closely with classroom teachers to make sure that all interventions are implemented with fidelity.
2. List below who monitors the Early Warning System and how often.
Attendance: Teachers track attendance daily and call home when a student is absent for three consecutive days or five days in a 90 day period. Every two weeks an attendance report is run and an administrator contacts parents if no contact has been made or an issue has been identified. Letters are mailed home for every student who misses five or more days in a 90 day time period. The School District Attendance Resource Teacher is contacted when necessary or applicable. IPST meetings are held to assist families in developing a plan to increase regular attendance.
Suspensions: Students exhibiting behavior issues that warrant in school (ISS) or out of school suspension (OSS) will meet with an administrator and/or the guidance counselor or school social worker to develop a return to class plan and put in place any other supports necessary for the student to be successful in class.
Level 1 score on statewide, standardized assessments: Weekly grade level meetings with administration and Intervention Specialist support regularly review data to ensure interventions and support are being used appropriately.

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	69	48	42	37	32	45	49	322
1 or more ISS or OSS	5	2	12	2	9	5	11	46
Level 1 in ELA or Math				38	28	29	27	122
Substantial Reading Deficiency	18	7	9					34
2 or more indicators	9	1	10	20	14	18	14	86

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).

Parents are contacted via phone and/or letter if a student is having regular attendance or behavior issues (tardies, early check-outs, suspensions, repeated need for refocus strategies, and absences).

A refocus room is being established and maintained by our school guidance counselor, on-site social worker, and School Resource Officer to assist students who exhibit behavior issues that cannot be handled in the classroom. Parents are notified when a student needs to be in the refocus room for more than a few minutes and IPST meetings are scheduled for students who show repeat behavior issues.

Our Guidance Counselor and Social Worker pulls groups of students exhibiting similar behavior issues and works with them to improve social, emotional, academic, and behavior skills. Students who demonstrate the need for more counseling services are provided with support in receiving outside counseling services on campus.

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?

Saturn's parents struggle to be involved as much as they wish due to outside demands so the Saturn staff works hard to find ways for our families to be involved in more non-traditional ways. One of our successful activities includes our Community Agency Night where several activities are being held simultaneously allowing families to move in and out of different activities throughout the campus. During the 2018 school year we increased our participation in the district's Partners in Education Program which boosted our community partnerships and more than doubles the number of business partners at Saturn.

We have partnered with Community Credit Union (CCU), they will be involving Saturn students in a teller program where they have an active bank-type of system here at school which will teach students and families money management skills. We look forward to seeing this in practice!
We have Valic & Horace Mann scheduled to come to the school a few times during the year to help our teachers with financial planning, student loans, insurance, and more.

Based on our Parent Survey better communication was a need for the 2018 school year so we added two different Facebook pages strictly focused on communication with families and the community. This year we are adding a weekly video newsletter highlighting different things going on in the classrooms as well as any upcoming events. This will be in addition to our monthly school-wide newsletter that is sent home with students.

Another area indicated on the Parent Survey as a concern is parents feeling welcomed on campus. Based on the survey results and conversations with parents this was in part due to the district changes in security procedures that included additional fencing and increased security procedures throughout all schools in the district. These security protocols are vital for the safety of our students and faculty so our administration and faculty have increased parent communication efforts and parent involvement opportunities in order to counteract these feelings.

STUDENT TRANSITION AND READINESS

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

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Saturn's Head Start classes (one 3-year-old class and 2 four-year-old classes) and EELP classes work closely with our Kindergarten team making sure that they are aware of the standards that will be covered. The two levels work closely together to map out a plan for the year. This is usually done in Grade level meetings and Vertical Team planning sessions. Saturn's Sixth Grade team and Guidance Counselor works with our area middle schools (McNair & Cocoa High) to ensure that students are aware of the programs each has to offer. Newsletters inform parents about upcoming informational meetings. Assemblies are held at school to inform students about what each school has to offer during their 7th grade year. Guidance works closely with the middle school guidance team making sure that those students wanting to enter an advanced program are given the necessary tests and know what is needed to qualify for these programs.