

Brevard Public Schools

# Sea Park Elementary School



2021-22 Schoolwide Improvement Plan

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## Sea Park Elementary School

300 SEA PARK BLVD, Satellite Beach, FL 32937

<http://seapark.es.brevard.k12.fl.us>

### Demographics

**Principal: Stephanie Hall E**

Start Date for this Principal: 6/10/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: A (64%) 2017-18: A (69%) 2016-17: A (62%) 2015-16: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Brevard County School Board.

## **SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Our mission is to work collaboratively to create an enriched environment that supports all students and help them strive for academic excellence.

**Provide the school's vision statement.**

Sea Park Elementary school community is committed to providing quality education in a supportive, engaging and academic rich environment.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Hall, Stephanie	Principal	<p>The principal is the Instructional Leader in charge of executing and monitoring personnel, resources, and strategies to ensure all students have equitable access to standards-based instruction. Supports the MTSS team and equips teachers with tools they need to disaggregate student performance data. Perform classroom observations and provide continuous feedback on instructional practices.</p>
Lizek, Angele	Assistant Principal	<p>Supporting the principal in executing and monitoring personnel, resources, and strategies to ensure all students have equitable and equal access to effective standards-based instruction. Conduct classroom observations to provide teachers with continuous feedback on instructional practices. Supports the MTSS team and equips teachers with tools they need to disaggregate student performance data. Participate in parent conferences, refers students and parents to appropriate resources, oversees the utilization of district curriculum.</p>
Willman, Debra	Reading Coach	<p>The instructional coach will serve as member of the MTSS/IPST Team. The role of the coach is to complete the coaching cycle and model standards-aligned lessons. Provide support to the teacher by modeling lessons, providing feedback from classroom observations and sharing resources to the teachers. Share effective instructional strategies, progress monitoring interventions, and diagnostic data with teachers to improve instruction.</p>
Schroeder, Sarah	Guidance Counselor	<p>The Guidance Counselor will operate as an active member of the school leadership team and MTSS/IPST. Focus on developing Tier I and Tier II academic and behavior plans. Conduct focus group sessions to address social/emotional needs of identified students and conduct training to proactively combat bullying. Support families that are in transition with providing resources available throughout the community.</p>
McGill, Samantha	Instructional Media	<p>The Media Specialist will provide enrichment and support to the teacher by planning lessons that support classroom instruction in all subject areas. The Media Specialist will share resources to the teachers that are available online to improve instruction.</p>

**Demographic Information**

**Principal start date**

Thursday 6/10/2021, Stephanie Hall E

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Total number of teacher positions allocated to the school**

27

**Total number of students enrolled at the school**

312

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

3

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	43	39	40	42	41	44	36	0	0	0	0	0	0	285
Attendance below 90 percent	2	2	3	3	3	0	4	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	4	2	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	4	3	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	1	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Thursday 6/10/2021

**2020-21 - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	31	45	33	45	31	38	0	0	0	0	0	0	257
Attendance below 90 percent	5	4	7	6	13	5	12	0	0	0	0	0	0	52
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	1	1	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	2	2	0	0	0	0	0	0	5

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	0	1	0	1	0	0	0	0	0	0	4

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	1	0	0	0	1	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**2020-21 - Updated**

**The number of students by grade level that exhibit each early warning indicator:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	31	45	33	45	31	38	0	0	0	0	0	0	257
Attendance below 90 percent	5	4	7	6	13	5	12	0	0	0	0	0	0	52
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	1	1	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	2	2	0	0	0	0	0	0	5

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	0	1	0	1	0	0	0	0	0	0	4

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	1	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	70%			75%	62%	57%	78%	60%	56%
ELA Learning Gains	75%			65%	60%	58%	69%	54%	55%
ELA Lowest 25th Percentile	57%			52%	57%	53%	52%	46%	48%
Math Achievement	70%			77%	63%	63%	79%	62%	62%
Math Learning Gains	72%			63%	65%	62%	66%	59%	59%
Math Lowest 25th Percentile	69%			41%	53%	51%	58%	49%	47%
Science Achievement	72%			75%	57%	53%	81%	57%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	64%	14%	58%	20%
Cohort Comparison						
04	2021					
	2019	74%	61%	13%	58%	16%
Cohort Comparison		-78%				
05	2021					
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-74%				
06	2021					
	2019	80%	60%	20%	54%	26%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	86%	61%	25%	62%	24%
Cohort Comparison						
04	2021					
	2019	74%	64%	10%	64%	10%
Cohort Comparison		-86%				
05	2021					
	2019	73%	60%	13%	60%	13%
Cohort Comparison		-74%				
06	2021					
	2019	83%	67%	16%	55%	28%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	75%	56%	19%	53%	22%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready Reading and Math Diagnostic Assessment. District Science Fall Science Assessment

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	66	89
	Economically Disadvantaged	33	33	89
	Students With Disabilities	29	43	71
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	35	61
	Economically Disadvantaged	0	22	67
	Students With Disabilities	0	0	43
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	82	87
	Economically Disadvantaged	47	76	82
	Students With Disabilities	30	55	73
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	44	60
	Economically Disadvantaged	24	53	59
	Students With Disabilities	22	18	36
	English Language Learners	N/A	N/A	N/A

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68	74	73
	Economically Disadvantaged	62	54	70
	Students With Disabilities	45	50	62
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	31	58
	Economically Disadvantaged	8	23	54
	Students With Disabilities	20	17	64
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	64	86
	Economically Disadvantaged	44	61	77
	Students With Disabilities	38	38	75
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	50	82
	Economically Disadvantaged	22	55	94
	Students With Disabilities	0	50	75
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	68	73
	Economically Disadvantaged	57	86	75
	Students With Disabilities	43	38	38
	English Language Learners	0	0	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57	68	79
	Economically Disadvantaged	66	83	75
	Students With Disabilities	43	38	38
	English Language Learners	0	100	100
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	41		
	Economically Disadvantaged	37		
	Students With Disabilities	20		
	English Language Learners	N/A		
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56	71	79
	Economically Disadvantaged	64	73	91
	Students With Disabilities	50	33	33
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30	50	79
	Economically Disadvantaged	36	36	64
	Students With Disabilities	0	0	33
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

### Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	44			44							
MUL	83			78							
WHT	72	75	50	73	70	70	68				
FRL	61	75		61	63						
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	40	50	47	40	42	35	33				
HSP	80			60							
MUL	75			81							
WHT	77	67	52	80	62	48	74				
FRL	60	58	50	58	53	29	53				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	48	39	31	52	48	50					
HSP	67			67							
MUL	92			83							
WHT	80	70	48	82	64	56	80				
FRL	66	59	40	59	48	53	74				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	485
Total Components for the Federal Index	7
Percent Tested	98%

### Subgroup Data

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

2020-2021 i-Ready progress monitoring data showed that our students with disabilities had the lowest end of year performance levels and were significantly below their peers in both ELA and Math. Under all ESSA Categories, no areas fall below the overall Federal Index of 41%. Choosing the right strategies so all children can access grade level text and retain information involves differentiation and scaffolding. K-6 IReady Reading data shows an area of growth in vocabulary. Last year we saw a similar trend with vocabulary across grade levels and began professional development with teachers to expand understanding of other ways to enhance student vocabulary instruction. Additionally, FSA math scores are consistently lower than reading at all grade levels except 6th grade. We utilize Eureka Math in K-5 and when we look at our lowest 25%, a large percentage of students fall into the category of students with disabilities and Economically Disadvantaged. Looking at Least Restrictive Environment, last year (2020-2021) Sea Park data indicated we were below the district average for including students with disabilities and we were higher than the district average for students in a separate class. This indicates that staff need professional development in inclusion and how to meet the needs of all students when they have difficulty learning when presented traditionally.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our 2019 progress monitoring data shows that students that fall under the lowest 25% group demonstrate the greatest need for improvement. This subgroup also includes a large percentage of students with disabilities. The fall 2021 IReady Math data indicates that 30/305 are identified in red (at risk) and 57% of those 30 are ESE students, 23% of the 30 students are Economically Disadvantaged and 13% of the 30 students are both ESE and Economically Disadvantaged. The fall 2021 IReady Math data indicates that 25/305 are identified in red (at risk) and 52% of those 25 are ESE, 24% of our 25 students are Economically Disadvantaged and 12% of those 25 students are both ESE and Economically Disadvantaged. Last year data indicated that our percentage of ESE students included in the general education class was less than the district average.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?



The COVID pandemic was one contributing factor, as our students were not able to Walk to Intervention. Intervention services were provided by their classroom teacher during the scheduled intervention time. We also had hybrid instruction taking place in the classrooms, so teachers were teaching student in-person, at the same time they were teaching to a group of students online. This made it difficult for the direct targeted interventions. ESE services were provided both on-line and in-person based on individual IEP's. It was not the most effective way to gage student comprehension. This year all learning will be taking place in-person, so the opportunity for targeted interventions that meet each students individual needs can be accomplished more effectively through, scheduled intervention time, academic tutoring and support programs, and i-Ready instruction- intervention.

All students should be able to access to grade level text and content however additional supports must be in place in order for them to comprehend the material. Creating schedules to meet the needs of the most neediest students provides additional supports for students. Inclusion professional development provides the why we do it and the how we do it.

### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

From the 2019 progress monitoring I-Ready data we showed most improvement with our Economically Disadvantaged student subgroup. We initiated Standards Mastery with IReady and showed significant gains in second grade from the beginning of the year to the end of the year. Our Reading FSA test score in fifth grade went from a 69% in 2019 to 77% in 2021. This is an eight point increase. However math in sixth grade on the FSA 2021 was 86%, which was overall the highest percentage points.

### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

All students utilized the i-Ready Instructional Pathway to meet their individualized instructional needs. In addition classroom teachers provided intervention using the i-Ready Toolbox. Standards Mastery was used in grades 2-6 consistently and collaborative planning was provided to teachers each semester.

### **What strategies will need to be implemented in order to accelerate learning?**

On-going progress monitoring data and conferencing with staff about how we are delivering instruction to meet the needs of all students. All students will be working with on grade level texts with additional supports in place. Students have access to Learning Ally and textbook audio supports. Progress monitoring will identify domains students need targeted intervention to accelerate learning.

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development

1. FIN-Florida Inclusion Network, Bill Pearlman
2. MTSS-Multi-Tiered System of Support-Shelley Dickinson
3. IReady-Reading, Math and Standards Mastery, data interpretation and next steps
4. Conscious Discipline
5. Trauma Informed Classroom

### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We are in year one of implementing inclusion of our students who are ESE. Professional development regarding strategies, co-teaching training, and technology are critical to support all general education teachers who serve ESE students along with ESE teachers is vital to helping students be successful. Training also includes ESE assistants and Activity teachers. Inclusion is the practice of educating all students together – students with disabilities and students without disabilities – side-by-side in the general education setting in their neighborhood school. It is based on the premise that students with disabilities can be full participants in their classrooms and in the local school community. Students with disabilities can receive specially designed instruction and supports in the general education setting and across the school environment with their same-age peers.

Students with disabilities will:

- Improve social and communication skills
- Increase academic achievement and positive behavior
- Foster the development of relationships with peers at school and in the community

Students without disabilities will:

- Engage in academic tasks at a higher and deeper level
- Benefit from the strategies used to support students with disabilities
- Increase awareness and sensitivity to human needs, differences and diversity, and social justice

Teachers will:

- Become more skilled in teaching all students
- Learn to share responsibilities for educating all students
- Develop more satisfying and collegial professional relationships

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** New BEST Standards adopted and new ELA curriculum for K-5 (Benchmark) and 6 (Savvas). Benchmark is aligned to LAFS and B.E.S.T. Standards and designed to help teachers transition to the new assessment and new standards, Florida Benchmark Advance assessments are aligned to both sets of standards. It mirrors format of FSA, and available as paper/pencil or e-Assessments. The answer keys with item rationales explain why each response is correct or incorrect. There is a standards-based reporting platform included.  
Also, there are reports available at multiple levels: student, class, school, and district.

**Measureable Outcome:** Increase Lowest 25% in ELA from 57% to 59%. Lowest 25% in ELA increased from 52% in 2019 to 57% in 2021.

**Monitoring:** ELA achievement growth will be monitored through on-going progress monitoring using i-Ready (K-6) and FSA for grades 3-6.

**Person responsible for monitoring outcome:** Debra Willman (willman.debra@brevardschools.org)

**Evidence-based Strategy:** Built on the B.E.S.T. Standards and meets all ELA Standards, Strands, and Expectation: Foundations, Reading, Vocabulary, Communication. The Benchmark Advance curriculum is designed to transition to the new assessment and new standards, Florida Benchmark Advance assessments are aligned to both sets of standards. It mirrors format of FSA, and available as paper/pencil or e-Assessments. Answer keys with item rationales explain why each response is correct or incorrect. They have standards-based reporting platform included in their program and reports available at multiple levels: student, class, school, and district.

Additionally, in 2017 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using i-Ready Diagnostic data from over four million students who took the i-Ready Diagnostic in the 2016–2017 academic year. The study found that students using i-Ready Instruction experienced greater learning gains than students who did not use the program.

**Rationale for Evidence-based Strategy:** IReady is utilized throughout the county for elementary schools and has a standards based component that allows teachers to monitor instruction with the use of instant reports and feedback. The Diagnostics which are given three times a year give us data that aligned to performance on the state FSA test. If used with fidelity, our school should have accurate reading and math data to help teachers meet students' needs.

Along with IReady, our district adopted two new reading programs that show alignment to the new BEST standards.

**Action Steps to Implement**

Professional Development in new ELA B.E.S.T. Standards scheduled throughout the year. The leadership team will provide ongoing professional development to address unfinished learning and gradual fading of scaffolding through rigorous grade level lessons to increase student independence.

**Person Responsible** Stephanie Hall (hall.stephanie@brevardschools.org)

Weekly meetings, teams will evaluate student data for all tiers of instruction to determine effectiveness and impact to student learning.

**Person Responsible** Angele Lizek (lizek.angele@brevardschools.org)

Grade level teams will meet during preplanning and at least twice per semester to create long range plans ensuring grade level alignment. Plans will include learning cycles to ensure assessments match the expectations of the standards. Grade level teams will utilize the Standards Focused Documents for alignment, pacing, and scaffolding.

**Person Responsible** Debra Willman (willman.debra@brevardschools.org)

Schedule collaborative planning time throughout the year with Literacy Coach and administration to include discussions about how we service inclusion students.

**Person Responsible** Debra Willman (willman.debra@brevardschools.org)

School leadership will facilitate classroom walk throughs to observe instruction and implementation of grade level long range plans and instructional supports. Walk through data will be utilized to create "next steps" plans to ensure we are meeting the targeted school initiatives.

**Person Responsible** Stephanie Hall (hall.stephanie@brevardschools.org)

Teachers will progress monitor students mastery of ELA standards using Standards Mastery and ELA Unit Assessments.

**Person Responsible** Debra Willman (willman.debra@brevardschools.org)

School-wide intervention schedule for students identified below benchmark in ELA. Students provided a research based reading intervention correlated to their area of need.

**Person Responsible** Angele Lizek (lizek.angele@brevardschools.org)

Include Children with disabilities in general education classrooms to the greatest extent possible as part of our Best Practices for Inclusion.

**Person Responsible** Sarah Schroeder (schroeder.sarah@brevardschools.org)

Invite third-sixth grade students who are below proficiency in reading to participate in the after school academic support program, focused on ELA utilizing Leveled Literacy Intervention by certified teacher.

**Person Responsible** Angele Lizek (lizek.angele@brevardschools.org)

**#2. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** This area of focus was identified as a need stemming from the COVID 19 pandemic and the additional stress it has caused to our students, teachers, and community. Staff identified students who need support with counseling.

**Measureable Outcome:** The emphasis on SEL and teaching coping strategies from Conscious Discipline will decrease the number of school referrals for behavior.

**Monitoring:** AS400 Discipline reports will be run monthly to track behavior. The Leadership Team and SEL Committee meets weekly to discuss at risk-students and provide supports.

**Person responsible for monitoring outcome:** Angele Lizek (lizek.angele@brevardschools.org)

**Evidence-based Strategy:** Sanford Harmony is a CASEL aligned Social Emotional Learning Curriculum for Tier 1 instruction. The five SEL competencies are explicitly taught in the program. They are Self-Awareness, Social Awareness, Responsible Decision Making, Self-Management, and Relationship Skills. Additionally, use Conscious Discipline to support

**Rationale for Evidence-based Strategy:** Harmony SEL is an instructional program to help their students develop social/emotional skills. Harmony creates opportunities for students, as well as adults, to practice skills that build healthy relationships, increase emotional regulation, and improve communication with others. By focusing on peer relationship processes we contribute to students' academic success. The program consists of structured activities, lessons, games, and stories designed to promote learning environments that are inclusive and collaborative to support the development of healthy peer relationships.

The Conscious Discipline Brain State Model becomes a framework to understand the internal brain-body states that are most likely to produce certain behaviors in children. With this awareness, we learn to consciously manage our own thoughts and emotions so we can help children learn to do the same. The goal of this model is to provide a simplified brain model as a means for increasing our self-awareness so we can respond.

**Action Steps to Implement**

Counseling services for students will be provided as needed utilizing the Military Guidance Counselor will provide additional supports weekly for the students of our military families and outside counseling agencies.

**Person Responsible:** Sarah Schroeder (schroeder.sarah@brevardschools.org)

All staff will receive a review of the Sanford Harmony curriculum during preplanning. A monthly calendar will be created for staff to clarify Conscious Discipline target skills and information from the Trauma Informed Classroom PD. All PD supports Social/Emotional Learning.

**Person Responsible:** Angele Lizek (lizek.angele@brevardschools.org)

Each classroom teacher will conduct Morning Meetings that address Social/Emotional Learning utilizing Sanford Harmony curriculum, Conscious Discipline and Trauma Informed Classroom PD. Morning Meetings have been scheduled into the daily routine and part of the master schedule. Classroom Walkthroughs to monitor and provide feedback to teachers during Morning Meeting time.

**Person Responsible** Sarah Schroeder (schroeder.sarah@brevardschools.org)

Weekly Conscious Discipline Implementation Guide and Harmony CASEL Aligned lessons emailed to staff to support teachers with easy access to resources.

**Person Responsible** Sarah Schroeder (schroeder.sarah@brevardschools.org)

Weekly Leadership Team Meetings to discuss at-risk students to reallocate resources as needed for students. Guidance Counselor will set up counseling and provide resources for students in transition and students with behavior concerns and these students will be tracked at weekly meetings.

**Person Responsible** Stephanie Hall (hall.stephanie@brevardschools.org)

Weekly MTSS Team Meetings to examine processes in place to support student success. Create a SEL Team to address students needing support with behavior.

**Person Responsible** Stephanie Hall (hall.stephanie@brevardschools.org)

### #3. Other specifically relating to Lowest 25%

**Area of Focus Description and Rationale:**

Our students in the lowest 25% subgroup our lowest subgroup when looking at FSA Reading (57) and Math (69)data.

**Measureable Outcome:**

Identified Lowest 25% will show growth from the first IReady Diagnostic to the last in both Reading and Math. The growth will be measured by at least 80% of students in the L25% show 100% growth on their Typical Growth in both Reading and Math.

**Monitoring:**

1. IReady Diagnostic comparison between 1st, 2nd, and 3rd
2. Compare L25% growth on Standards Mastery given each quarter

**Person responsible for monitoring outcome:**

Debra Willman (willman.debra@brevardschools.org)

**Evidence-based Strategy:**

Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS takes a proactive approach identifying students with academic or behavioral needs. Early assessment and intervention for these students can help them catch up with their peers sooner. The key components of MTSS include:  
 Universal screening of all students early in the school year  
 Tiers of interventions that can be amplified in response to levels of need  
 Ongoing data collection and continual assessment  
 Schoolwide approach to expectations and supports  
 Parent involvement

**Rationale for Evidence-based Strategy:**

The students who are identified as the Lowest 25% also can be identified as ESE, or part of some other subgroup. How we provide instruction to our neediest students must look different than what teachers provide in Tier I instruction which all students receive. Our Inclusion rate of students who are ESE with the General Education peers was lower than the district and our percentage of students in self-contained classrooms was higher than the district, which means that students who are ESE are more likely to be in self-contained versus receiving supported instruction in the least restrictive environment.

### Action Steps to Implement

Provide PD on Inclusion utilizing the Florida Inclusion Network during preplanning.

**Person Responsible**

Stephanie Hall (hall.stephanie@brevardschools.org)

Create a SEL Team to address students needing support with behavior.

**Person Responsible**

Stephanie Hall (hall.stephanie@brevardschools.org)

Schedule regular data meetings and MTSS meetings throughout the year.

**Person Responsible**

Sarah Schroeder (schroeder.sarah@brevardschools.org)

On-going training provided to ESE teachers and classroom teachers on the MTSS process by district personnel. MTSS Facilitator Shelley Dickinson will provide training in September and January.

**Person Responsible**

Angele Lizek (lizek.angele@brevardschools.org)

Include children with disabilities in general education classrooms to the greatest extent possible as part of our Best Practices for Inclusive Education.

**Person Responsible** Sarah Schroeder (schroeder.sarah@brevardschools.org)



**#4. Instructional Practice specifically relating to Math**

**Area of Focus**  
**Description and Rationale:** Reviewing our i-Ready and FSA math data identified math as a an area needing improvement. Florida has adopted new BEST Standards in Math and we will be transitioning to them.

**Measureable Outcome:** 70% of Sea Park's students achieved a Level 3 or above on the 2021 FSA in Math. All students in K-6 grade will take the IReady Diagnostic three times a year and show growth from the first IReady Diagnostic to the last in Math. The growth will be measured by at least 80% of all students demonstrating 100% growth on their Typical Growth in Math.

**Monitoring:** Students in K-5 use the Eureka Math Curriculum. Teachers will track student progress assessments and compare to IReady Math Instructional Lessons. Teachers will meet during data team meetings to analyze student IReady data with the Principal, Assistant Principal, and Instructional Coach

**Person responsible for monitoring outcome:** Angele Lizek (lizek.angele@brevardschools.org)

**Evidence-based Strategy:** Explicit, systematic instruction, involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner. Research has indicated that teaching mathematics in this manner is highly effective and can significantly improve a student's ability to perform mathematical operations (e.g., adding, multiplying, finding the square root) as well as to solve word problems. Students in grade K-5 will utilize Eureka Math Program. On-going PLCs will be implemented in the area of math this year.

**Rationale for Evidence-based Strategy:** Our 2019-2020 iReady progress monitoring data in Math shows a need for instructional improvement. By analyzing Eureka Math Assessments teachers can determine how to teach a specific type of math problem more effectively through item analysis.

Students' mathematics achievement improved significantly when student discussion was an integral part of instruction. (Ing, et al., 2015; Huinker, 1992)

When teachers presented multiple solution strategies for solving the same problem, students demonstrated significant increases in procedural flexibility, conceptual knowledge, and procedural knowledge. (Durkin, Star, & Rittle-Johnson, 2017; Jitendra et al., 2011)

**Action Steps to Implement**

Provide IReady training in math instructional practices with a math consultant.

**Person Responsible** Stephanie Hall (hall.stephanie@brevardschools.org)

Monthly data team meetings will examine student data and test items to determine how to address student mastery of math standards.

**Person Responsible** Debra Willman (willman.debra@brevardschools.org)

School leadership will facilitate classroom walk throughs to observe instruction and implementation of grade level long range plans and instructional supports. Walk through data will be utilized to create "next steps" plans to ensure we are meeting the targeted school initiatives.

**Person Responsible** Angele Lizek (lizek.angele@brevardschools.org)

Target small group instruction for students below benchmark through Response to Intervention.

**Person Responsible** Angele Lizek (lizek.angele@brevardschools.org)

Use i-Ready Math for prescriptive pathways and deficits.

**Person Responsible** Debra Willman (willman.debra@brevardschools.org)

The Academic Support Program will be offered after school for students in grades 3-6 who are below proficiency in math.

**Person Responsible** Angele Lizek (lizek.angele@brevardschools.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**The data in SafeSchoolsforAlex.org is for the 2019-2020 school year which showed that Sea Park was categorized high in suspension rates. In 2019-2020 school year, there were 15 in-school suspensions and 11 out of school suspensions. Suspensions per 100 students: 7.7. In 2016-2017 Suspensions per 100 students: 3.2. Therefore we showed a high suspension increase from previous year. Our area of focus is on supporting our most at risk students with the right social/emotional supports to help students be effective. Our target subgroup would be students with disabilities as many of these students fall also into the lowest 25% subgroup. Students who receive discipline referrals usually are at risk in other categories. Some students may need a more intensive positive reinforcement support while others need specialized counseling. This current year we have six students who have received a referral. Out of the 6 referrals, we created three behavior plans to support the student and 3 students who are identified ESE and we added social/emotional goals on the Individual Education Plan. One student had a safety plan created to address problem in aftercare. Our school focus on Social Emotional Learning this year will have a positive impact and decrease our school referrals and suspension rates. By having a system in place at each tier level for students who need varying support. At tier 1, all students receive instruction using Sanford Harmony with their homeroom teacher. Additionally, all VPK-1st grade receive weekly lessons provided by the guidance counselor that target self-regulation. Tier 2 students are identified and receive small group instruction with the guidance counselor weekly. We have over 33 students identified as Active Military Students who receive support by an outside agency. Referrals for counseling to outside agencies are completed by administration and guidance. AS400 Discipline Reports will be run monthly to monitor our discipline data. Our administrative team will review monthly reports to allocate resources and apply focused strategies for students. Weekly meetings are held with the school leadership team to update on progress with tier 2 and tier 3 students.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Students indicated that are biggest area of growth was Culture. Specific indicators that were low ranking were: Do students in your class treat the teacher with respect? Do students behave well in your class? Do adults in your school treat all students with respect? Students identified some of the same indicators utilized in our needs assessment.

During the 2020-2021 school year, students in 3rd-6th grades took part in the YouthTruth survey indicated that our strongest themes were Culture (44%) and Relationships (16%). Highest rated question was "Do student in your class treat the teacher with respect?". Students start their day with Morning Meetings using Sanford Harmony Curriculum that address Social Emotional Learning. Additionally, each month students are taught explicitly a Character Trait of the Month and one student from each class is voted by peers as demonstrating this trait. Selected student participates in the monthly reward.

Students indicated the lowest area was Academic Rigor and Engagement and the lowest rated question in Culture was "Does your class stay busy and not waste time?" The effects of teaching last year in a hybrid style created many pockets of time while computers had to be rebooted or technology checked. Teachers reported that when they taught class both online and in person, it made it difficult to walk around the room and "forced" them to be in front of the computer.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

parents-works in conjunction with the teacher to support their students' success in all academic areas by attending meetings, and being an active role model in the child's life. Communicate with teachers throughout the year to keep them current of situations that may arise.

business partners-support the community and school vision in many ways. Recognition of staff monthly, support our school events with food, supplies, volunteers

community members-support student needs, Students in Transition with clothes, supplies and mentorship. teachers-plan rigorous and effective lessons that target student's needs in an environment that is warm and safe for all students. Communicate to parents effective strategies to help their child be successful in social/emotional and academics.

staff-follow our school creed by treating all people with respect. Creating a warm environment that feels safe for all. Customer service is our number one priority from the front office to the custodial staff. Going the

extra mile for the community that we serve increases the trust and support of our students, parents, and visitors.

<b>Part V: Budget</b>			
1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
3	III.A.	Areas of Focus: Other: Lowest 25%	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
			<b>Total:</b>
			<b>\$0.00</b>