

Brevard Public Schools School Improvement Plan 2018 -2019

Superintendent:

Dr. Mark Mullins

Asst. Supt. of Leading and Learning:

K. Jane Cline

Principal Supervisor:

Jane Cline

Name of School:

Sea Park Elementary

Principal:

Ena A. Leiba

SAC Chairperson:

Samantha McGill

School Grade History	2017-18: A	2016-17: A	2015-16: C
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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 to work collaboratively to create an enriched environment that supports all students and help them strive for academic excellence.

Vision Statement:

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

Stakeholder Involvement in School Improvement Planning:

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

The mission, vision and goal of the School Improvement Plan is being communicated to all stakeholders. We involve stakeholders in providing input in the creation of all aspects of the School Improvement Plan (SIP). The Strategic Plan, under Government and Community Relation: Objective R3, is to increase system-wide proactive communications. To meet this objective at Sea Park, our instructional personnel meet during preplanning and SAC members meet in August to review the school improvement process, review mission, vision, and barriers and decide on school-based objectives based on the school data. Teachers provide input at faculty meetings, Data Meetings and early release days to outline, barriers, revisit mission, vision, as well, as assist in creating action steps to implement the School Improvement Plan. The SIP is reviewed and

monitored at each SAC meeting.

All teachers and administrators participated in the EDI Insight Survey. The data from the survey is used in the development of the School Improvement Plan. Parents provided feedback through the District Parent Survey. The SIP goal and action steps are made available to all staff. School mission and vision is posted in each teacher's classroom as a quick reference as well as affixed to the header on all faculty meeting agendas.

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?

For the past three years, we have increased our focus on standard-aligned lesson planning and materials. Our anticipated outcome is to have 100% of our teachers utilizing standard-based planning, teaching and use of standard-aligned materials. Teachers were asked to document in lesson plan the standards that were being taught as well as post standards that were taught for the day on the board. Based on classroom walk through observations, informal and formal observations, we found that not all teachers were teaching to the full intent and rigor of the grade level standards.

To be in alignment with the District Strategic Plan under Leading and Learning; Objective L2-Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps. We looked at several data points to help determine evidence of improvements and areas of concerns regarding professional practices and understanding of the full intent of the standards.

EDI Insight Survey Data

The two-year data from the EDI survey revealed the following:

Winter 2016 Winter 2017 Distance from top 1/4ile

	Winter 2016	Winter 2017	Distance from top 1/4ile
Instructional Culture Index	8.9	9.8	
Learning Environment	7.3	8.8	-0.2
Instructional Planning & Student Growth Measures	8.3	8.5	-0.2
Observation and Feedback	8.2	8.5	-0.1

Professional Development	8.2	8.3	-0.2
Evaluation	7.5	8.3	-0.3
Peer Culture	8.6	8.8	-0.2
Leadership	8.7	9.4	0.2
Academic Expectations	8.9	9.0	0.0
Workload	6.3	6.5	-0.2
Career Progression	6.9	7.1	-0.2
School Operations	8.4	8.9	0.1

Areas of successes base on EDI 2017 Survey:

- Our school’s score in *Academic Expectations* was 9.0. This was our highest area. We scored the same as the top quartile schools. 92% of the teachers thought students are asked to frequently write in various styles across all subject areas. 100% of teachers felt that they implement a rigorous academic curriculum.
- 100% of teachers feel school leaders promote a safe and productive learning environment.
- 100% of the teachers track their students’ performance toward measurable goals compared to 96% of the strongest-cultured schools and 89% district average.
- 96% of teachers at my school share a common vision of what effective teaching looks like, compared to 77% at the district and 92% at top quartile schools.
- 100% of teachers feel the expectations for effective teaching are clearly defined at our school, compared to 84% at the district and 96% at the top quartile schools.
- 96% of teachers felt our school is committed to improving their instructional practice. Brevard average was 86% and top quartile schools were 95%.

Areas that need support from the EDI Survey:

- Our *workload* score was 6.5 compared to 6.7 in the top quartile schools. Only 8% of teachers felt they can accomplish essential work during planning time.
- *Career Progression* was 7.1. Although this was an increase from 6.9 in the previous year, we still have work to do to improve.
- 54% of teachers felt there are opportunities to advance at our school, district average was 44% and top quartile schools was 51%.

Best Practices for Inclusive Instruction (BPIE)

At Sea Park Elementary inclusion continues to be an area of focus for our ESE population. At the beginning of

the 2017-18 school year, the BPIE committee revisited the BPIE self-assessment to identify the indicators that we need to address. We work to create class schedules to accommodate student IEP goals. We are also working to ensure that all ESE personal and IA's have the proper professional development to work with students. The following indicators were areas for growth based on self-assessment:

Indicator 2 - Short-and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP (**Score: Partially B**) **This is an improvement from not yet score in 2015**

Indicator 5 -School data reflect that all SWDs, regardless of the type or severity of disability, receive their education and related services in age-and grade appropriate, heterogeneous, general education contexts 80% or more of the day. (**Score: Partially B**) **Still working to improve in this area.**

Indicator 17- School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans. (**Score: Partially B**) **Still working to improve in this area.**

Indicator 26: All paraprofessionals have received PD that includes clear descriptions of their work responsibilities and strategies for providing support to SWDs in general education classrooms and natural contexts. **Partially A – We are still continuing to grow in this area.**

Indicator 32 -The SIP and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually. **Score: Partially B improvement from not yet in 2015 and we are continuing to work in this area)**

100 % of students in the VE intermediate students are pushing into the general education classroom for one or more subjects each day. We are working to do the same in the primary VE classroom.

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.

Last year our efforts at Sea Park was focused on utilizing standard-based planning and lessons to maximize student achievement. Sea Park exhibited success in math evidenced by increased proficiency score on the FSA math in grade 4 from 61 % to 77%, in grade 5 from 62% to 70% and in grade 6 we had the largest gain from 75% to 94%, which is a 19% gain.

On the FSA ELA grades 3, 5 and 6 all demonstrated positive gains. Grade 6 experienced the largest increase in ELA, 13% points. There was also an increase in the subgroup of lowest 25% from 33% to 58% in Math Sea Park also exceeding expectations in all areas of the VPK Gold Developmental screener.

The FSA reading learning gains data revealed a decline in proficiency score from 73% to 69%. Our two-year apples to apples comparison data continue to show a decrease in student performance scores for students transitioning from grades 3 to grade 4 in both reading and math. We still have work to do in these areas to close the gap.

The science data also showed an increase in science scores in 2017-2018 from 79% to 81%. We will continue our work to increase hands on science school-wide utilizing standard focus documents.

Subgroup Proficiency Percentage Data

Year	ESE-ELA	ESE-Math	ECD-ELA	ECD Math	Hispanic	2 or more Race
2016-2017	42.9%	37.1%	61.5%	58.4%	75%	62.5 %
2017-2018	46.9%	53.1%	66.6%	60%	71%	84.6%

The sub group data shows some growth and some inconsistencies across the groups. Although there are gains in some of these subgroups, the students are still under performing compared to their peers. Sea Park's Free/Reduced lunch rate for 2017-2018 was 35.03%. Our attendance average rate for 2017-2018 was 95.11%.

Our school two-year FSA ELA data indicates the following:

2017 FSA ELA Data Analysis

Grade	Scale score 2017	Scale Score 2018	2016- Levels 3-5 % Proficient	2017-Levels 3-5 % Proficient	2018 Level 3-5 % Proficient	Diff.	2017- Level
3	312	311	67	75	82	+7	13
4	315	315	60	69	61	-8	15
5	333	332	50	77	86	+9	13
6	335	345	65	76	89	+13	8

2016-2018 FSA Math Data Analysis

Grade	Scale Score 2017	Scale Score 2018	2016- Levels 3-5 % Proficient	2017-Levels 3-5 % Proficient	2018 Level 3-5 % Proficient	Diff.	2016-9 Level 1
3	314	314	87	88	82	-6	17
4	317	322	60	61	77	+16	22
5	323	329	29	62	70	+8	19
6	334	344	81	75	94	+19	8

When looking at the 3-year comparison of the same students from the same grade level to the next grade level. (Apples to apples) the trend is showing gaps in math when students transition from grades 3 to 4. The data also revealed limited growth at grade 4 on this comparison. For example, our 3rd grade students scored 87% proficient in math in 2016. The same group of 3rd grade students scored 61% proficient in math in grade 4 the following year. However, the 2018 FSA math data there was 16% growth in grade 4. Eureka math was implemented in that grade level for the first time. We will monitor again this year to see the trend data.

2015-18 FCAT Science Data Analysis

Grade 5	2015 %	2016 %	2017 %	2018 %	diff
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	Proficient	Proficient	Proficient	Proficient	
Mean Scale Score	201	204	211	213	+2
	59	55	79	81	+2

It is important for teachers to know and teach to the depth the standards, (NGSSS and Florida State Standards) to ensure that they specifically and clearly articulate exactly what students should know and are able to do. Our goal for the 2017-18 school year is to continue to increase proficiency scores in FSA ELA, Math and FCAT Science for all sub-groups. Our main focus will be to close the achievement gap in math across all grade levels.

School Grade Data

Year	Grade	ELA Lv. 3+	Math Lv 3+	Sci Lv 3+	Lowest 25% ELA	Lowest 25% Math	LRN Gain ELA	LRN Gain Math	Pts Earned	Total % pts
2015	A									66
2016	C	61	63	55	33	41	57	56	366	52
2017	A	76	72	79	52	33	73	52	437	62
2018	A	78	79	81	52	58	69	66	483	69

The three-year school grade data trend shows growth in the percent of students proficient in ELA, math and science over this period. There was also tremendous growth in science over the three-year period as well.

FSA Text-Based Writing Data

61% of Fourth Grade Students scored a 6 or above on the text-based writing portion of the Florida Standards Assessment. 73% of Fifth Grade Students scored a 6 or above on the text-based writing portion of the Florida Standards Assessment and 89% of Sixth Grade Students scored a 6 or above on the text-based writing portion of the Florida Standards Assessment. The data supports that students in fourth and fifth grade need more text-based writing practice utilizing the FSA writing rubric.

To address the District Strategic Plan focus on K-2 literacy our early literacy data indicates the following:

QLA Average Score 2017-2018 Grades 1 & 2

Grade Level	QLA-1	QLA - 4
1 st	77%	79%
2 nd	62%	78%

The data above shows the average scores of students who met mastery on QLA 1 and QLA 4, for both first and second grades. The QLA data also indicated that our areas of focus for both grade levels will be providing students more opportunities to access a variety of text features such as tables, heading, illustrations, using keys facts and details from informational text or a story.

Two Year comparison of Kindergarten Literacy Survey (KLS) 2017-2018

Average % of students who met the benchmark expectations.

KLS	Fall 2016-17	EOY 2016-2017	BOY 2017-18	EOY 2017-2018
High Frequency words	13%	62%	24%	82%
Writing Application	89%	92%	69%	95%
Running Record	6.4%	10.5%	1%	8%

Our KLS data showed that five students out of 25 (20%) were still developing based on the data from the 2017-2018 End-of-Year KLS. The area where we need to narrow our focus is in reading emergent text with purpose and understanding.

Sea Park VPK Students Meeting or Exceeding Expectations in each TS GOLD Developmental Area AP-1 to AP-3

	AP-1 2015-2016	AP-3 2015-2016	AP-1 2016-2017	AP-3 2016-2017
Social-Emotional	86%	100%	30%	100%
Physical	86%	100%	30%	100%
Language	86%	100%	20%	100%
Cognitive	100%	100%	50%	100%
Literacy	100%	100%	80%	100%
Mathematics	43%	100%	40%	100%

2017-2018 VPK Assessment

	AP-1 2017-2018 % Exceeding Expectations	AP-3 2017-2018 % Exceeding Expectations
Print Knowledge	40 %	90%
Phon. Awareness	40 %	100%
Oral Language/Vocab	60 %	100%
Math	20 %	90%

In past three years, our VPK students demonstrated gains in all 5 areas on the Gold TS Developmental screening tool. We will continue to monitor our VPK program and provide support. In 2018-19 our VPK students participated in a new assessment called the VPK Assessment. The students were screened in 4 areas. The data above denotes the gains the students made from AP1 to AP3 in 2018-2019. At the beginning of the year 60% of students were below expectations in print knowledge and math, and 30 was below expectations in phonological awareness.

Our VPK teacher attends data meetings and works collaboratively in CMA teams with our kindergarten teachers to provide feedback and support. All VPK personnel received professional development to support the program.

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

A review of our 2018 FSA, ELA, Math and 2018 Science data was used to identify strengths, and weaknesses. The data reflects the need for standard-aligned instruction. To assist all teachers in providing standard-aligned instruction, we will be utilizing Eureka Math, using I-Ready to progress monitor standards-based learning in both reading and math. We will offer on-going professional development in Eureka, I-Ready and a variety of ELA strategies. District resource teachers will be invited to collaborate and share their expertise during grade level meetings and on early release Fridays. Teacher leaders will share best practices of what is working in their classroom. Analysis of our Insight Survey identified the need to increase teachers' knowledge about one another's work. We will be creating opportunities for meaningful collaboration among teachers as well as visit other school sites to observe other effective practices to implement in their classrooms. Teachers will co-construct knowledge about effective teaching practices by participating in classroom walks. Collective teacher efficacy is the number one factor influencing student achievement (Hattie, 2016).

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.)

The instructional staff at Sea Park Elementary begin with the standards when planning instruction. Teachers are given opportunities for collaborative planning. Every teacher utilizes a data notebook with copies of their standards, additional resources, a guide for Multi-Tiered System of Supports detailing Tier 1 Core Instruction Problem Solving, Tier 2 Supplemental Instruction Problem Solving, Tier 3 Intensive Instruction Problem Solving and the classroom teacher's role in the MTSS process. At monthly data meetings teams will analyze formative assessments and student work to progress monitor instruction and determine individual student needs. Teachers will use I-Ready Reading and Math materials for Tier II intervention and progress monitoring. This year teachers will participate in classroom walkthroughs and develop "Look Fors" and increase their knowledge about effective teaching practices. Sea Park teachers will continue to receive on-going professional development on Research Based Best Practices based on Hattie's research on factors influencing student achievement and their effect size include collective teacher efficacy. Teachers will also receive professional development in Eureka Math strategies, and how to effectively utilize the data collected from i-Ready to improved student proficiency in reading and math.

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

If all teachers at Sea Park Elementary focus their instruction on use of standards-aligned materials, and teaching the standards, then students will be engaged in high quality learning, which will promote increased student achievement in ELA, math and science.

If all the staff at Sea Park Elementary continue to increase focus on strategies to meet the social and emotional needs of all students, then there will be less discipline issues in the classroom and teachers will be able to increase time for teaching and learning.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
(1) Teachers have expressed a need to continue learning about each other's instructional practice.	<ol style="list-style-type: none"> 1. Review Collective Efficacy article, "The Power of Collective Efficacy." 2. Schedule classroom walks for interested teachers. 3. Arrange for subs to cover classes. 4. Debrief and share instructional strategies and best practices learned from the walks. 5. Revisit BPS vision for Excellent Instruction. 	<p>Administration and Teachers</p> <p>Administrant and Literacy Coach</p> <p>Administration</p> <p>Teacher leaders and Admin</p> <p>Administration Literacy Coach</p>	<p>September 2018</p> <p>October –December 2018</p> <p>October –December 2018</p> <p>October –December 2018</p> <p>Sept. 2018- May 2019</p>	<p>Exit ticket feedback/take away from reading article.</p> <p>Learning Walks schedule</p> <p>Feedback from strategies shared</p> <p>Exit slip</p> <p>Exit slip</p>
(2) Teachers continue to seek resources and strategies to effectively deal with social emotional behaviors of students	<ol style="list-style-type: none"> 1. Purchase Social Emotional Resources 2. Invite Sanford Harmony representatives to conduct training on SEL resources. 3. Implement classroom meetings to set the tone for the day. 	<p>Administration</p> <p>Administration</p> <p>Teachers</p>	<p>July 2018</p> <p>August 2018</p> <p>August 2018 - May 2019</p>	<p>CWT to observe use of resources</p> <p>Exit slip</p> <p>CWT</p>
(3) Students are still struggling with grasping the rigor of the ELA standards and utilizing complex text.	<ol style="list-style-type: none"> 1. Utilize standard focus documents to ensure implementation of the ELA standards. 2. Utilize revised Decision Tree documents to guide our work. 3. Offer Academic Support for students needing support in 	<p>Classroom teachers</p> <p>Classroom teachers</p> <p>Teacher leaders</p>	<p>August 2018 – May 2019</p> <p>August 2018-May 2019</p> <p>January 2019- March 2019</p>	<p>CWT checklist, documentation of standards in lesson plans</p> <p>Lesson plans</p> <p>Exit slips, I-Ready Diagnostic</p>

	<p>ELA in grades 3-6.</p> <p>4. Utilize I-Ready Diagnostic to monitor student progress in reading.</p> <p>5. Collaborate with Media Specialist to provide additional support in ELA.</p> <p>6. Offer additional professional development to teachers on utilizing complex text with students.</p> <p>7. Revisit BPS Vision for Excellent Instruction to ensure alignment.</p> <p>8. Provide revised copies of Adapted Text Units (ATU), Text Sets, Standard Focus document and Decision Trees, for teachers to utilize in planning and focusing on teaching standards-based lessons.</p>	<p>Teacher Leaders & Literacy Coach</p> <p>Media Specialist Teachers & Literacy Coach</p> <p>Literacy Coach & Administration</p> <p>Administration and Literacy Coach</p> <p>Administration Literacy Coach Teachers</p>	<p>August 2018-May 2019</p> <p>August 2018-May 2019</p> <p>October-December 2018</p> <p>On going</p> <p>August 2018-May 2019</p>	<p>Data from I-Ready Assessment</p> <p>Collaborative planning sheet</p> <p>CWT checklist, IPG Tool</p> <p>CWT checklist, Lesson plan documentation, student work sample</p> <p>Lesson plans CWT using Instructional Planning Guide (IPG)</p>
<p>(4) School data indicate there is a need for aligned math resources for our students.</p>	<p>1. Organize Eureka Math manipulatives we have in the building.</p> <p>2. Send teachers to be trained over the summer on Eureka math.</p> <p>3. Purchase Eureka math materials.</p> <p>4. Send team to Eureka Math Conference.</p> <p>5. Provide opportunities for teachers to visit other sites to see Eureka</p>	<p>Media Specialist and teachers</p> <p>Teachers</p> <p>Administration</p> <p>Teacher leader and admin.</p> <p>Admin and teachers</p>	<p>June-August 2018</p> <p>June 2018</p> <p>July 2018</p> <p>November 13-15, 2018</p> <p>October and November 2018</p>	<p>CWT – use of manipulative and exit tickets</p> <p>Information shared from the workshop and classroom application. CWT checklist</p> <p>Sharing of information, exit slip</p> <p>Implementation of strategies learned, CWT checklist, share with</p>

	<p>Math in action.</p> <p>6. Offer Academic Support to students needing support in Math.</p> <p>7. Utilize I-Ready Diagnostic to monitor student progress in math.</p> <p>8. Provide time for teachers to plan for math instructions.</p>	<p>Teachers</p> <p>Literacy Coach and teachers</p> <p>Administration Activity and Resource teachers</p>	<p>January 2019-March 2019</p> <p>August 2018-May 2019</p> <p>Early Release Fridays, Extended planning time</p>	<p>teammates</p> <p>Performance Coach, exit slips and I-Ready</p> <p>Data from I-Ready assessment</p> <p>Lesson plans CWT checklist</p>
<p>(5) Students demonstrate a need to have utilize hands on science resources to continue increasing science proficiency.</p>	<p>1. Organize STEM lab to encourage hands on science instruction.</p> <p>2. Create online access to schedule use of the STEM Lab.</p> <p>3. Offer monthly ASE STEM related events after school such as: Spooky Science, Science Fair Parent Night, Maker Space & Science Fair Awards Night</p> <p>4. Offer Academic support to support students that are not meeting the standards in science. Host ASP Science Day event.</p> <p>5. Provide opportunities for students to participate in school science fair.</p>	<p>Media Specialist and volunteers</p> <p>Tech & Media Specialist</p> <p>Media Specialist, Teacher Leaders Parent Volunteers</p> <p>Media Specialist Admin Teachers</p> <p>Administration Teachers Media Specialist</p>	<p>June-July 2018</p> <p>August 2018-May 2019</p> <p>August 2018-April 2019</p> <p>April 2019</p> <p>October 2018-December 2018</p>	<p>Use of lab and hands on resources, CWT checklist</p> <p>Feedback, exit slips</p> <p>Five Question formative assessment, exit slips</p> <p>Science projects display and a show what you learn fair</p>
<p>(6) There continues to be a need to increase and</p>	<p>1. Identify students who may qualify for gifted using checklist.</p>	<p>Classroom teachers</p>	<p>Sept.- 2018-April 2019</p>	<p>FSA & School-based data, Checklist</p>

maintain our gifted population.	2. Use the Cogat Gifted Screener or K-BIT to screen students.	Gifted Teacher Counselor ESE Resource teacher	Sept 2018-Cogat On going	Results from screeners
	2. Evaluate those who met qualification criteria.	Psychologist	On going	
	3. Monitor rigor and alignment of gifted program.	Administration Gifted Teacher	Sept 2018-May 2019	Projects from project-based learning. CWT with IPG

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:

All teachers at Sea Park will continue to focus their teaching on standards-based instruction. They will continue to dig deeper into the items specifications so they can develop a deeper understanding of the rigor of the standards in order to plan and develop effective classroom lessons. All teachers will utilize priority and supporting standards to teach ELA and Math. Teachers in grades K-5 will utilize Eureka Math program to engage students and provide math instruction. 100 % of classroom teachers will utilize i-Ready software to progress monitor students. Teachers will demonstrate understanding of the priority standards and implementation of Eureka math as evident through classroom walkthroughs and informal observations. Feedback will be provided to assist teachers in improving professional practice that will result in an increase student understanding of the standards and performance on district and state assessments.

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

Teacher will utilize formative assessments and diagnostic data from i-ready, SRI to monitor and implement the standards. Data from the TNTP Insight survey and school-based teacher survey about collective efficacy, will be used to provide PD and support teachers in the areas that are of concern on the survey. The following areas will be our areas of focus from the Insight survey:

Learning Environment (8.8)- *Although there was an increase in index score from 7.3-8.8 in this domain; consistency in schoolwide expectations for student behavior continues to be an area to address. It ranked at 71% which was the lowest in this domain.*

Observation & Feedback (8.5))-*Although there was an increase in the index score from 8.2 to 8.5 in this domain. Teachers felt that regular discussion about their teaching with instructional leaders ranked at 75%, which is the lowest in this domain.*

Workload- (6.5)- *This domain continues to score low over the past two years. There was a slight increase in this domain from 6.3 to 6.5. However, only 8% of the teachers felt that they could accomplish essential work during their regular planning time. This has decreased from 41% in the prior year.*

The 2018-2019 Collective Efficacy survey conducted by instructional personnel indicated the following

opportunities for growth:

- They know about the classroom management strategies my colleagues use in their classroom – Only 48% agreed
- There is a consensus on school goals among staff- Only 40% agreed
- I know about the feedback my colleagues provide to students. – Only 48% agreed

During the 2018-2019 school year, 100% of Sea Park teachers will participate in professional development that will continue their focus on teaching to the full rigor of the Math Florida standards. Teachers will help students understand exactly what they need to master for each standard, where they are in the learning progression and how they can work to meet their goal. 100% of teacher will document and use the Florida Standards for planning lessons for ELA and math. We will utilize February PD, early release Friday PD days and faculty meeting PLC to provide training, support and gather feedback to determine how to support teachers. We will work to address the areas for growth denoted on the Collective Efficacy Survey data listed above. We will implement teacher walkthrough with time to reflect and share, provide more opportunities for teachers to share best practices during data and faculty meeting and ensure that all personnel is aware of our school goals.

Qualitative and Quantitative Student Achievement Outcomes:

Students at Sea Park Elementary will receive standards based instruction and use research based strategies, essential questions, and higher order thinking strategies to improve their achievement level.

Qualitative

Students will examine their own data, set learning goals, and keep track of their progress in data notebooks. Teacher will be provided the opportunity to participate in classroom walk through to observe, learn, share and provide feedback on each other's work. Each teacher will share at least one exemplary lesson plan as evidence of planning for standard based instruction. Teachers will use formative assessments and exit slips to monitor student progress and use essential question to ensure students know what they are learning about. Students will be asked during CWT if they have knowledge of the standard they working on. Classroom Walkthrough data will be used to monitor focus on standards aligned instruction, writing focus and increased in rigorous lessons. CWT data will be shared at least three times per year to monitor the pulse of instruction.

Quantitative

Students in grades 3-6 will increase ELA proficiency score from 78% to 80% on the 2019 FSA ELA assessment. Students in grades 3-6 will also increase math proficiency score from 79% to 81% on the 2019 FSA Math assessment.

On the 2019 FCAT science, students will demonstrate proficiency by increasing proficiency scores from 81% to 82%.

We will utilize diagnostic data from I-Ready assessment in math and reading to monitor and provide interventions for students.

We will monitor 2018-2019 QLA data in grades 1 and 2, KLS data in kindergarten and VPK Assessment data for AP-1 and AP-3.

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.

The MTSS Team assists in the selection of research-based intervention strategies that are shared with teachers during Kid Talk and IPST/Data meetings. The team assists in monitoring and recommending strategies to ensure the success of students as we work through the MTSS process and during the implementation of the goals set forth in the School Improvement Plan. The Literacy Coach and administrators work together to review data and trends to determine predictors of success. The team provides valuable data and input to the SAC in the development of the School Improvement Plan.

The Sea Park MTSS Leadership team provides teachers with an updated overview of the MTSS process. The team meets on a monthly to discuss teachers' concerns about struggling students, both academic and/or behavioral. This is in addition to the bi-monthly Data meetings held by grade level teams. The team identifies the students' strengths, interests, and weaknesses. Baseline data that has been collected from the entire class/grade level is used to determine if a gap exists and the interventions that should be implemented. Once it is determined that students need interventions, then a Tier II plan using research-based intervention will be developed to include how long the intervention will be in place, and how the students’ progress will be measured.

After several weeks of interventions in Tier II, the students who do not adequately respond would be eligible for additional testing and Tier III individualized, intensive interventions targeted at skill deficits. All decisions related to the MTSS process are determined by the team. The MTSS Leadership Team continues to meet as needed to develop/modify materials and training to support teachers in the MTSS process. Based on our percent of students making gains during the 2017-18 school year in reading and math, we felt that our focus on implementation of the intensive intervention strategies contributed to the gains through MTSS/RtI process.

The Performance Matters data base will be used to monitor and input student data. During the 2017 - 2018 school year, Sea Park utilized I-Station on-line researched -based intervention program for grade Pre-K-6th grade. The software program assessed students and create individualized instruction based on student’s need. In 2018-2019 we will be utilizing I—Ready Diagnostic software to progress monitor both ELA and Math. The data will be used to: Monitor students’ progress effectively, plan interventions, intervene using differentiated resources, set goals with students and see student growth.

A PMP will created and monitored for students performing below grade level. Parent meetings and other pertinent student data will also be documented in Performance Matters.

In addition, during the 2018-19 school year, for identified students who continue to show deficiencies in reading, we will be using Lexia Reading Core5 intervention tool to provide daily intervention to close the foundational gap in reading, iReady progress monitoring tool, Eureka Math and Zearn to assist students.

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

The EWS will be monitored by Sea Park Leadership team at each of our monthly Leadership and Data meetings.

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	16	16	8	16	21	14	21	117
1 or more ISS or OSS	0	1	1	0	1	1	1	5
Level 1 in ELA or Math				2	11	3	4	20
Substantial Reading Deficiency	8	6	2					16
2 or more indicators	4	2	1	2	6	3	4	22

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

Retained students are monitored along with the lowest 25% group of students and students with attendance at the 90%. We also monitor students that are failing any subject areas and students with in school or out of school suspensions. Meetings will be scheduled with parents of these students throughout the year via IPST meetings or parent conferences. Teachers will review data to diagnose areas of weakness. A PMP will be generated to assist in documenting progress. The MTSS process will be followed with progress monitoring data that supports interventions. Our retained students and students working below grade level are offered additional support in intervention groups, as well as in our Academic Support Program. In addition, during the 2018-2019 school year, we will utilize the I-ready software to assist teachers in providing researched-based intervention strategies and collect progress monitoring data to effectively support students in grades K-6. We will continue to offer Academic Support Program to students in grades 3-6 who scores level 1 in ELA, math and science or who are performing below grade level.

Our goal for the 2018-2019 school year is to maintain above the 95% in attendance rate. Tardiness continues to be an area of concern at Sea Park. To address the excessive absences and tardy issues, we will continue our attendance incentive program to recognize the classes that have the lowest percent of absenteeism and tardiness each nine-week period. We will also follow the district policy that states: After five unexcused absences within a 30-day period, the attendance clerk will report to the guidance counselor and an attendance meeting will be scheduled with the Individual Problem Solving Team (IPST) and parents/guardian. Special awards will be given to students at our semester award ceremony for excellent attendance. We will monitor attendance via Performance Matter and AS400.

For our discipline concerns, students who are frequent flyers in receiving discipline referrals are referred to our MTSS team to see if a behavior plan may be needed. Parents are invited in to conference about student behavior and intervention plans. If the interventions are not effective, then we consult our Behavior Analyst for further assistance to support the student. We will continue to provide support as well through our Social Emotional Learning kits in each classroom. This year all classroom teachers will be implementing classroom meeting to start our school day.

Students who receive referrals that lead to a suspension are also referred to our MTSS team to see if a behavior plan may be needed. Parents are invited in to conference about student behavior and intervention plans. If the interventions are not effective, then we consult our Behavior Analyst for further assistance to support the student. The district guidelines are followed for this process. We will monitor students discipline in Performance Matters.

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement 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?

The 2017-2018 BPS Parent survey, was completed online. Hard copies of the surveys were also available for parents who did not have access to a computer. Ninety participants completed the survey. 95.35% has computers at home. 74.12 % -prefer email communication, 62.35 % prefers Peach Jar and 45.88 % like the notes from the teacher. 85% is aware of child's grade level expectations. 55.56% responded yes they felt they were given the opportunity to provide feedback while 44.44% - replied no.

Strengths based on the survey

- Clubs, Garden, LEGO, Maker Space, STEM, Youth Leadership
- Small school atmosphere-family atmosphere
- Most teachers, friendly staff
- Take home folders/communication
- Welcoming school environment

Areas for Growth based on the survey

- Too much testing
- New security plan/arrival and dismissal procedures
- Need more after school clubs/programs
- Office personnel communication
- Disruptive students in the classroom
- Consistent grading in the upper grades

Sea Park Elementary provides a variety of opportunities to promote volunteerism in our school. Parents work to assist with classroom activities and with the beautification of school grounds in collaboration with our PTO and Garden Club sponsor. The School Advisory Council and PTO are active organizations that promote and facilitate school-wide events that offer various opportunities for parents to volunteer. Sea Park Elementary offers many opportunities to involve parents.

These parental involvement events include:

SAC, PTO, STEAM Night events, Fall Festival, room parents, co-sponsoring Odyssey of the Mind teams, future Problem Solvers, volunteering in classrooms, field trip opportunities (such as Lagoon Quest), Winter Dance, Volunteer Orientation, Volunteer Appreciation Dinner, Open House, volunteering in the Book Fair, Spooky Science event in October along with Science Fair Parent Night, Fine Arts Night, Field Day event, assisting with picture day, vision and hearing, School Beautification Club, musical presentation, Jr. Apple Corp Volunteers, FSA Science Night, Florida Standards Assessment information night, and school enrichment club activities such as Math Club, Book Bash, Spooky Science, Motor Lab and Lego Robotics. In addition, members of the Satellite Beach Women's Club and Trinity Presbyterian Church tutor students who are having difficulty in reading and math. Parents and community members are also invited to participate in our Patriot's Day and Veterans' Day observances. Parents are encouraged to sign up to volunteer for field trips, special events at the school, and to assist in the classroom. With 100% of our classroom teachers trained

to utilize Edline/Grade Quick to communicate with parents/guardians about their students' progress, we are making every effort to ensure parents in grades K-6 have activated their accounts. This effort increases communication and involvement between parents and teachers as evidenced by Edline Parent Utilization Reports and comments on the parent survey. Individual teachers and the guidance counselor provide "homework help" and "study skills" information to students and parents.

Based on Parent Survey data, our goal is to continue to offer opportunities for parents and community leaders to volunteer and get involved as well as to offer enrichment opportunities to maximize students' academic performance. We will continue to increase our efforts to offer more school-wide assistance by offering more after school clubs such as Chorus, Garden Club, Youth Leadership, Trail Blazers Student Volunteers and Maker Space. This year we are continuing with our After School Enrichment (ASE) events sponsored in partnership with the PTO. These opportunities are also offered one Wednesday per month to interested students. We hope to continue and expand these programs next year.

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)

Sea Park's VPK program prepares children socially and academically for Kindergarten. Sea park administers kindergarten screenings to each kindergarten within the first 30 days of the school year. To ensure a smooth transition from the early childhood program to the elementary program the children are given several assessments to establish that they are progressing in their kindergarten readiness skills. The areas assessed are cognitive, such as fine motor, gross motor, speech and language acquisition, and mathematical understanding.

Sea Park VPK students are very familiar with the school and expectations. They eat lunch in the cafeteria with the kindergarten students and are included in the rotating activity schedule (Music, Art, and PE). Historically, the majority of Sea Park's VPK program enter as Sea Park students in our Kindergarten program the following year.

The Florida Kindergarten Readiness Screener (FLKRS) assesses the readiness of each student for kindergarten based upon the performance standards under s.1002.67 (1), Florida Statutes, for the Voluntary Prekindergarten Program.

At Sea Park we prepare our sixth-grade students each year by departmentalizing classes to get them prepared to transition to the middle grades. We also collaborate with the middle schools to host registration sessions, school visits, meet the counselors, parent night to learn about the middle school setting, as well as having students observe musical performances to encourage continuing or enrolling in some form of music education as they transition to the middle grade. Our 6th grade students are invited to visit DeLaura middle school to have the middle school experience by enjoying the music program as well as talking with the school counselors prior to transitioning.