

Brevard Public Schools

SUNTREE ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 7
 - D. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup..... 15
 - E. Grade Level Data Review 18
- III. Planning for Improvement..... 19
- IV. Positive Learning Environment 25
- V. Title I Requirements (optional)..... 30
- VI. ATSI, TSI and CSI Resource Review 33
- VII. Budget to Support Areas of Focus 34

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To provide a safe, rigorous, and inclusive learning environment where every student excels academically, socially, and emotionally.

Provide the school's vision statement

Empower students to make a positive impact in an ever-changing world.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Shari Tressler

tressler.shari@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

Principal Tressler leads students and teacher growth. Principal Tressler leads the MTSS team and equips teachers with tools needed to disaggregate student performance data. Collaborates with stakeholders to establish and monitor school wide expectatons for students.

Continuously reviews school wide progress monitoring data and works collaborates with grade level teams and individual teachers on yearly goals. Performs classroom observations, supports the mental health of students and teachers on campus, participates in parent conferences and refers students and parents to appropriate resources as needed. Manages the day-to-day school

operations such as the budget, facilities, personnel/employment needs and strategies to reach our short- and long-term goals. Leads the Life Skills Action Team and the Safety Action Team.

Leadership Team Member #2

Employee's Name

Kathy Hamilton-Brown

hamilton-brown.Kathy@brevardschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal supports the MTSS team and supports teachers as they disaggregate student performance data. Continuously reviews school wide progress monitoring data and works with grade level teams and individual teachers on yearly goals. Oversees the utilization and classroom instruction of district adopted curriculum and BEST Standards. Serves at the school's Title IX contact, testing administrator, WIDA testing, School Improvement Plan goals and initiatives, and Mentor Program Coordinator. Leads the Math/ Science Action Team and the Teacher Wellness Action Team. Active member of the Threat Management Team and manages discipline of student behaviors.

Leadership Team Member #3

Employee's Name

Heather Leathers

leathers.heather@brevardschools.org

Position Title

Literacy Coach

Job Duties and Responsibilities

Collaborates and plans with teachers to determine appropriate instructional strategies and interventions for students and supports the MTSS process. Provides observation opportunities for all teachers and refers students and parents to appropriate resources, participates in parent conferences, supports the assistant principal in coordinating state and district testing. Oversees the iReady program, providing support to teachers, disaggregating data, "Mighty Moves and Beyond" (K-6), and plans for interventions. Leads the ELA Action Team

which provides literacy resources including writing to teachers and plans evening events for parents. Plans and implements professional development opportunities for teachers and provides coaching support utilizing the coaching cycle.

Leadership Team Member #4

Employee's Name

Meghan Roberts

roberts.meghan@brevardschools.org

Position Title

ESE Behavior Specialist

Job Duties and Responsibilities

Supports the MTSS process, primarily related to student behavior and progress. Provides support and guidance as needed to students

and parents. Provides whole group and small group instruction on sensitive

topics and is available to meet with students individually, in small groups, and

whole class. Collaborates with teachers on positive, behavior strategies and data tracking for all students. Collaborates with administration to identify and present school wide professional development to teachers on behavior management and data tracking.

Provides social emotional support for students and staff when needed and is part of the Threat Management Team, Youth Mental Health School based trainer, and School Based Leadership Team.

Leadership Team Member #5

Employee's Name

Jennifer Allison

allison.jennifer@brevardschools.org

Position Title

School Guidance Counselor

Job Duties and Responsibilities

Works with parents and teachers to create and

implement 504 plans. Provides support and guidance as needed to students

and parents. Provides whole group and small group instruction on sensitive

topics and is available to meet with students individually, in small groups, and

whole class. Implements WIDA testing, is the ESOL contact, and conducts

COGAT screen to all third grade and/or students who are 8 years old.

Supports teachers in the MTSS process and provides resources to teachers when there is

need in grade levels or across the entire school.

Provides social emotional support when needed, works with part time social worker assigned to the school, part of the Threat Management Team, conducts Suicide Risk Assessments, Foster Parent and Students in Transition site contact.

Leadership Team Member #6

Employee's Name

Kristi Herold

herold.krisit@brevardschools.org

Position Title

ESE Support Specialist

Job Duties and Responsibilities

Supports teachers with the MTSS process for academic as well as behavior support. Works with parents and teachers to create and implement 504 plans. Provides support and guidance as needed to students and parents. Supports ESE teachers with the writing and implementation of student Individualized Education Plans. Meets regularly with administration and ESE resource teachers to ensure implementation of IEP and appropriate use of High Yield Strategies for student academic improvement.

Reviews teacher caseloads and supports the progress and implementation of daily and yearly schedules.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School wide data, including 2024-2025 Thought Exchange student, staff, and parent survey results was shared with staff, School Advisory Council (SAC) and Parents at Work at Suntree (PAWS) in the

Spring of 2025. Throughout the school year, previous and current student data as well as additional opportunities for input and feedback are provided to SAC members and other stakeholders. Results and plan of action of the School Best Practices for Inclusive Education (BPIE) Assessment are shared. Opportunity is provided to make adjustments/revisions to current strategies to meet established goals for the year. Administration also sends out a school specific survey to parents and staff to identify specific areas of focus to improve learning and working environment at Suntree Elementary. The results of these surveys are also shared with stakeholder groups in the spring of each year.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Based on SIP goals and interests from teachers, monthly PD sessions have been embedded into the master calendar and planned throughout the school year. Other components that contribute to monitoring the SIP include classroom visits, feedback, observations, analysis of student data, weekly grade level meetings with classrooms teachers including ESE teachers and activity teachers. Feedback from parents related to already scheduled Parent Information Nights will be shared with appropriate stakeholders. Quarterly SIP checks have been scheduled for the year where teachers, staff, and stakeholders will meet to share, discuss and revise strategies as necessary to ensure continuous improvement. The SIP will be monitored for impact on student achievement through student data review. Staff will review achievement data, especially for SWD, Lowest 25% learning gains, and economically disadvantaged students.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	26.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	42	71	80	55	86	84	93			511
Absent 10% or more school days	2	9	3	7	6	5	14			46
One or more suspensions	1	2	5	2	3	5	5			23
Course failure in English Language Arts (ELA)	0	0	0	2	0	0	0			2
Course failure in Math	0	0	0	2	2	0	0			4
Level 1 on statewide ELA assessment	0	5	12	11	6	11	11			56
Level 1 on statewide Math assessment	0	4	3	6	6	8	6			33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0	0	0	0			0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0			0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	8	5	4	6			27

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	0	0	0	0	0			1
Students retained two or more times	0	0	0	0	0	0	0			0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	4	12	2	8	7	15	13			61
One or more suspensions		3	2	5	4	4	4			22
Course failure in English Language Arts (ELA)					1		1			2
Course failure in Math					1	2	1			4
Level 1 on statewide ELA assessment	1	8	4	7	11	12	8			51
Level 1 on statewide Math assessment	2	14	3	14	8	6	5			52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	2	5	3	6	5			26

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2			1					4
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†
ELA Achievement*	76	62	59	79	61	57	80	58
Grade 3 ELA Achievement	73	58	59	78	59	58	81	57
ELA Learning Gains	64	62	60	69	64	60		
ELA Lowest 25th Percentile	58	57	56	65	60	57		
Math Achievement*	82	63	64	87	62	62	85	58
Math Learning Gains	75	67	63	79	68	62		
Math Lowest 25th Percentile	63	54	51	67	59	52		
Science Achievement	73	62	58	89	60	57	72	58
Social Studies Achievement*			92					54
Graduation Rate								
Middle School Acceleration								
College and Career Acceleration								
Progress of ELLs in Achieving English Language Proficiency (ELP)	62	63		57	61	82	54	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	564
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
71%	77%	80%	76%	75%		74%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	51%	No		
Asian Students	90%	No		
Black/African American Students	73%	No		
Hispanic Students	63%	No		
Multiracial Students	76%	No		
White Students	71%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	76%	73%	64%	58%	82%	75%	63%	73%					
Students With Disabilities	49%	37%	53%	44%	54%	67%	52%	39%					
English Language Learners	18%		70%		45%	70%							
Asian Students	87%				93%								
Black/African American Students	64%				82%								
Hispanic Students	62%	73%	55%	50%	70%	76%	58%						
Multiracial Students	67%		67%		92%	78%							
White Students	79%	73%	64%	56%	82%	76%	60%	75%					
Economically Disadvantaged Students	62%	60%	58%	48%	73%	62%	63%	64%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	79%	78%	69%	65%	87%	79%	67%	89%					
Students With Disabilities	59%	63%	56%	61%	64%	67%	63%	76%					
English Language Learners	82%		92%		82%	75%							
Asian Students	71%				93%								
Black/African American Students	80%		64%		73%	64%							
Hispanic Students	72%	67%	56%		75%	67%							
Multiracial Students	77%		71%		88%	83%							
White Students	81%	79%	71%	69%	88%	80%	76%	94%					
Economically Disadvantaged Students	70%	67%	66%	74%	70%	69%	57%	68%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	80%	81%			85%			72%					82%
Students With Disabilities	47%	40%			50%			36%					
English Language Learners	73%				91%								
Asian Students	69%				92%								
Black/African American Students	63%				74%								
Hispanic Students	75%				75%								
Multiracial Students	75%				81%			67%					
White Students	83%	86%			87%			76%					
Economically Disadvantaged Students	63%	65%			67%			48%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	71%	58%	13%	57%	14%
ELA	4	72%	58%	14%	56%	16%
ELA	5	66%	60%	6%	56%	10%
ELA	6	87%	70%	17%	60%	27%
Math	3	75%	59%	16%	63%	12%
Math	4	73%	60%	13%	62%	11%
Math	5	80%	57%	23%	57%	23%
Math	6	94%	72%	22%	60%	34%
Science	5	72%	60%	12%	55%	17%
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

In the breakdown of grade level performance on FAST PM3 for ELA and Math, our sixth grade students outperformed other grade levels. Sixth grade FAST ELA performance increased 9 points from 78% proficiency in 2024 to 87% proficiency in 2025. On sixth grade FAST Math increased 4 points, improving from 90% proficient in 2024 to 94% proficient in 2025.

This increase in performance may be related to the district adopted ELA and math curriculums for our 6th grade students. This curriculum is different for grades K-5.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

On the FAST ELA, SWD dropped from 59% in 2024 to 49% in 2025, BLK/AA dropped from 70% in 2024 to 64% in 2025, and MUL dropped from 80% in 2024 to 67% in 2025.

There does not appear to be any one factor that contributed to these declines. Most grade level teachers remained the same from 2024 to 2025 along with ESE resource teachers.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Fifth grade science proficiency had the highest area of decline, dropping from 89% in 2024 to 73% in 2025. During the 2024-2025, Suntree hired a new science teacher who is working on her alternative certification. With this being her first year teaching science and the only science teacher in fifth grade may have contributed to the decline in proficiency for this grade level.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The area with the greatest gap was 5th grade ELA performance. There were two new ELA teachers in this grade level, one new to having her own classroom, she was previously an ESE resource teacher and the other new to the teaching profession.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The EWS area with the largest concern is our student attendance. According to last year's data, 46 students in grades K-6 had attendance below 90%.

Additionally, ELA performance for our lowest 25% students and SWD in ELA and Math proficiency showed the greatest gap when compared to the state average.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

ELA instruction

Math instruction

Science instruction

Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA, Math, Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Over the last several years, ELA proficiency at Suntree Elementary has declined. This decline can also be attributed our SWD student performance. lowest 25% learning gains and economically disadvantaged students, all areas where we previously showed growth. Students with disabilities proficiency (Level 3 and above) dropped from 59% in 2024 to 49% in 2025, Economically Disadvantaged student proficiency dropped from 70% in 2024 to 61% in 2025 and the lowest 25% learning gains dropped from 65% in 2024 to 58%.

Evidence based practices/programs include Florida Benchmark Advance, iReady, and 95% group interventions. Additionally, 7 Mighty Moves is an evidence based resource aligned with the Science of Reading that will be used to enhance foundational literacy instruction.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2026, Third Grade ELA proficiency will increase at least 4%, from 71% to 75% and overall ELA proficiency will increase at least 4%, from 76% to 80% on ELA FAST Assessment.

By May 2026, the percentage of students proficient on the Math FAST assessment (grades 3-6) will increase 4% from 82% to 86%.

By May 2026, the percentage of 5th grade students scoring proficient (Level 3 or above) on the State Science Assessment will increase at least 3% from 73% to 76%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student progress will be monitored through state-required assessments (FAST PM 1 and PM2), iReady (PM1 and PM2), and MTSS. Administrators and Literacy Coach will conduct classroom

walkthroughs using the district based walkthrough tool, and provide targeted feedback to support instructional improvement.

Person responsible for monitoring outcome

Administration and Literacy Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

BEST benchmark-based planning (collaborative planning between the general education teachers and ESE resource teachers) to focus on grade level instruction and assessments in all grade levels, K-6. Utilize data results to organize small group instruction to support remediation/differentiation to target individual student needs. Utilizing the BPS adopted curriculum with integrity and fidelity. Teachers will use the provided curriculum and not replace core instructional materials with other resources.

Rationale:

When teachers intentionally plan for instruction for students who are not mastering grade level standards, learning gains will occur. Teacher clarity is imperative for successful instruction. Hattie's effect size for organizing instruction (.64), explaining content (.70), and assessment of student learning (.64), Response to Intervention (1.29), Interventions for learning needs (.77), Scaffolding (.82), and Direct Instruction (.60) make this an important area of focus. Teachers and students take accountability for student learning and take ownership of performance scores. Individualized goal setting for students and teachers to include strategies for students to use for improved academic performance.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strong Tier 1 Instruction in core subjects.

Person Monitoring:

Shari Tressler and Literacy Coach

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will follow the district-provided instructional guides for core subjects and collaboratively plan utilizing the BPS curriculum with fidelity and integrity. The use of any additional materials or resources must be vetted by administration at least two weeks before instruction. Implement small group, teacher table instruction daily for ELA and Math to ensure explicit, systematic, and differentiated instruction of targeted skills. Plan for math manipulatives/hands-on activities for all students and

Standards Mastery Lessons (grades 2-5) daily. Administration and Literacy Coach will conduct classroom walks to ensure delivery of instruction as planned utilizing the BPS classroom walk through tool which focuses on High-quality benchmark-aligned materials and instruction and Differentiated, small group instruction by the teacher. Students in 5th grade will receive one hour daily of science instruction with additional hands on lab time once a week.

Action Step #2

Teacher and Student Data Monitoring

Person Monitoring:

Literacy Coach, ESE Support Specialist and Administration

By When/Frequency:

Weekly, Monthly, and Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Throughout the year, grade level teams will analyze and present their academic and behavioral data with the other grade levels. Teachers will monitor student ELA, Math, and Science data using iReady, FAST, and other data chosen by the grade level team. Data will be collected after each Progress Monitoring (PM) cycle throughout the year utilizing the school based electronic data collection tool quarterly. This data will be shared at monthly Data Chat Meetings where collaboration among the team will create a plan for individual student academic and behavior improvement. Additionally, all students in grades K-6 with support from their teacher, will create academic goals and strategies for their success. Students will track their performance and make adjustments to strategies quarterly. Administrators will meet with parents of students who performed at a Level 1 or Level 2 on ELA and Math FAST to discuss strategies for improvement, ways to support at home and student academic trends since entering Suntree Elementary.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At Suntree Elementary, SWD, Multi Racial, ELL, and Economically Disadvantaged student ESSA subgroup areas have been on a decline in proficiency. The Federal Points Index identifies subgroups that fall below 41% to require additional support from the district. Suntree Elementary has never been identified as a school in need of support however the overall FPPI history has shown a decline over the last three years dropping from 80% in 2023 to 77% in 2024 and 71% in 2025.

SWD dropped from 64% in 2024 to 49% in 2025

ELL dropped from 83% in 2024 to 51% in 2025

Economically Disadvantaged Students dropped from 68% in 2024 to 61% in 2025

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase all identified subgroup areas by 5% in SY26.

SWD will increase from 49% to 54% in 2026

ELL will increase from 51% to 56% in 2026

Economically Disadvantaged will increase from 61% to 66% in 2026

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student progress will be monitored through state required assessment, FAST (PM1 and PM2) iReady (PM1 and PM2) and subject and grade level specific assessments. Administration and the Literacy Coach will conduct classroom walk throughs and provide targeted feedback to support instructional improvement.

Person responsible for monitoring outcome

Administration and Literacy Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

High-Leverage Practices (HLPs) in Special Education emphasize several key strategies to be used by teachers to leverage student learning across different content areas, grade levels, and student ability.

Rationale:

These High Leverage Practices maximize learning time, actively engage learners in meaningful activities and emphasize proactive and positive approaches in instruction intensity. These strategies will help all students.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will participate in professional learning on High Leverage Practices to improve sub group

student academic performance.

Person Monitoring:

Administration and Literacy Coach

By When/Frequency:

Weekly/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be provided professional development focusing on three High Leverage Practices. 1. HLP 1: Collaboration 2. HLP 15: Provide Scaffolded Supports 3. HLP 16: Use Explicit Instruction School Admin and our Literacy coach will provide consistent feedback, after walkthroughs, to teachers on the alignment of lesson objectives, instructional tasks, and assessments to the Florida Achievement Level Descriptors (ALDs) for targeted benchmarks. Feedback focuses on ensuring instruction meets the depth and rigor described in the ALDs. Progress is monitored through lesson plan reviews, classroom walkthroughs, and analysis of student work samples.

IV. Positive Learning Environment

Area of Focus #1

Other: Student Leadership

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Suntree Elementary has been an A rated school for many years, however when looking at the results from the 2025 FAST Assessment, our students in grades 3-6 under performed in 7 out of the 8 areas that comprise the Florida School Rating calculation. When looking deeper, annual achievement performance has been inconsistent from one year to the next. This concern has led our school-based leadership team to look closely at what might be keeping our students from continuing to consistently improve each year. It is believed that there should be a stronger sense of belonging among our students as well as staff. By creating a culture where everyone is working together toward a common goal, our student academic performance will continue to improve from year to year rather than the current trend of growth in some areas, only to score lower the following year in the same areas or other subgroup areas which has maintained high academic performance however the overall score in the annual calculation has remained stable.

Belonging can include feelings of understanding, respect, connectedness, membership, or mattering or more simply, each student feels like they “have a home” and a sense of ownership or contribution to their classroom, students have stronger engagement, fewer behavior issues, and stronger academic performance (EduTopic, 2024). Sense of belonging is influenced by the classroom and school culture as well as by individual actions taken by adults in the building (Paranorma Education, 2024).

Similar things can be said for the instructional staff on a school campus. To [improve employee engagement](#), Education Elements (March 2024) has identified that there are 4 Pillars to teachers feeling a sense of belonging and retaining teachers. Leaders who create an environment where 1) teachers feel autonomous, empowered, and included in decision making, 2) provide meaningful feedback, recognition, and opportunities for growth, 3) a work environment that is equitable, inclusive, and representative, and 4) an organization that prioritizes social, emotional, and physical well-being, teachers and staff will perform better, reduce turnover and burnout, and increase overall home-work balance (March 2024).

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Brevard Public Schools (BPS) changed companies which deliver the annual climate surveys to our students, staff, and families. Thought Exchange replaced the previously used Youth Truth Survey given to students in 4th-6th grades. When analyzing the results from the student survey, 83% of students agreed that the teachers at Suntree Elementary respect all students; 47% agreed that students respect our teachers, and 81% agreed that they feel safe at school.

Additionally, 75% of reporting parents agreed that they feel their children are safe at Suntree Elementary and only 59% agreed that discipline is clear and applied fairly to all students. Similarly, teachers/staff reported that 89% agreed with the statement that teachers respect students, 74% agreed that teachers are made to feel welcome at Suntree Elementary, and conversely, only 34% agreed that discipline is clear and applied fairly to all students.

At the end of the 2025-2026 school year, Suntree Elementary will see a 5% growth in the following, annual survey questions from students, teachers, and parents:

Students:

Our teachers respect all students 2025 (83%) 2026 (88%)
 Our teachers are respected by students 2025 (47%) 2026 (52%)
 I feel safe at school 2025 (81%) 2026 (86%)

Staff:

Teachers at my school respect students 2025 (89%) 2026 (94%)
 Teachers at my school are highly regarded by students 2025 (80%) 2026 (85%)
 Discipline is clear and applied fairly to all students 2025 (34%) 2026 (39%)

Families:

Teachers at my school respect students 2025 (84%) 2026 (89%)
 Discipline is clear and applied fairly to all students 2025 (59%) 2026 (64%)
 I feel my children are safe at this school 2025 (75%) 2026 (79%)

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Leader in Me utilize their own Measurable Results Assessment (MRA), administered annually which seeks feedback from students, staff, and parents in the areas of Leadership, Culture, and Academics. Progress is monitored throughout the year, and a mid-year progress review is completed with the Leader and Me Coach and the Lighthouse team. Plans are made to continue the course or strategies may be adjusted if there is a need. At the end of the school year, data will be evaluated, and plans will be made for the next school year.

Person responsible for monitoring outcome

Shari Tressler and Kathy Hamilton-Brown

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Leader in Me is an evidenced based PK-12 model designed to build resilience in students, grow leadership skills in students, create a high trust culture, and improve academic achievement for all students. This process equips students, educators, and families with the leadership and life skills needed for an ever changing and dynamic world. Research demonstrates that the lack of a sense of safety and belonging at school can have a detrimental impact on student achievement and interfere with students reaching their full potential. In contrast, a positive and supportive learning environment has been shown to boost academic outcomes leading to improved grades, test scores, and student engagement. Leadership training and development created by FranklinCovey encourages the development of leadership skills inherent in us all. Leadership, as defined by Leader in Me, powerfully resonates with children and enables greatness. Once students begin to internalize this principle of empowerment, they become engaged, responsible, collaborative, and confident in the face of life's challenges. Students who develop life-ready leadership skills through the Leader in Me process are prepared for college, career, and life.

Rationale:

The Leader in Me process supports schools in establishing clear priorities, progress tracking, and system accountability. At Suntree Elementary, we believe this is what we have been lacking. Our overall academic performance has continued to keep us an A school; however we are not making

continuous gains to make us a leader in Brevard Public Schools; we have maintained complacency and remain in middle performance levels within our neighboring schools. To make necessary and influential changes, we need to change our school culture. Leader in Me supports John Hattie's Visible Learning research and supports a plan for turning his evidence-based strategies into measurable progress. Hattie's research supports four key insights that drive student growth; culture shapes learning and learning drives achievement, when students own their learning, success follows, the use of evidence to reflect, adapt and improve, and student learning is a shared responsibility. Leader in Me framework integrates five core paradigms; 1) Everyone can be a leader, 2) Everyone has genius, 3) Change starts with me, 4) Empower students to lead their own learning, and 5) Educators and families partner to develop the whole person. These ideas will be the framework for Suntree Elementary to put three core practices, Leadership, Culture, and Academics, into our daily work and plan for student, teacher and family success.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PRIDE/ School Wide Expectations

Person Monitoring:

Administration and LifeSkills Action Team

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers and staff will be trained in the 7 Habits of Highly Effective People. Once this training is completed, teachers will then begin incorporating the 7 Habits for Highly Effective Kids into their daily instruction. The effectiveness and positive impact on teacher sense of belonging will be monitored in the annual BPS employee survey. The LifeSkills Action team will create and share a daily pledge our Suntree students will learn and recite daily. This pledge will include life skill traits that support student Persistence, Respect, Integrity, Dedication, and Excellence. This pledge will be incorporated into our daily Sun News program and posted throughout the school. Monthly data meetings with teachers and administration will determine the effectiveness of this strategy in the reduction in the number of referrals to administration as well as a positive impact on the annual BPS student survey given to students in 4-6 grades. Teachers/Staff at Suntree will identify a challenge every quarter to encourage academic/social growth. Challenges will include improving personal iReady scores, demonstrating life skills, and the March Madness reading challenge. Student's personal and collective achievements will be displayed around campus to encourage other students and stakeholders to increase their involvement in their students' academic success.

Action Step #2

Parent Information Nights

Person Monitoring:

Administration

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will meet with school based action teams and seek input from Parents at Work at

Suntree (PAWS) and the School Advisory Committee (SAC) to plan and implement Parent Information Nights four times a year. These events will keep our parents informed of many topics in our school such as discipline, Leader in Me, FOCUS, iReady, FAST and other timely topics and will have a positive impact on the annual BPS Parent Survey which assess family involvement and feeling of connectedness and stakeholder input.

Action Step #3

School wide challenges, rewards, and recognitions

Person Monitoring:

Administration

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers/Staff at Suntree will identify a challenge every quarter to encourage academic/social growth. Challenges will include improving personal iReady scores, demonstrating life skills, and the March Madness reading challenge as examples. Student's personal and collective achievements will be displayed around campus to encourage other students and stakeholders to increase their involvement in their students' academic success.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00