

Brevard Public Schools

Suntree Elementary School



2021-22 Schoolwide Improvement Plan

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Suntree Elementary School

900 JORDAN BLASS DR, Melbourne, FL 32940

<http://www.suntree.brevard.k12.fl.ud>

Demographics

Principal: Shari Tressler D

Start Date for this Principal: 7/12/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (73%) 2017-18: A (70%) 2016-17: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<http://www.suntree.brevard.k12.fl.ud>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-6</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>26%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>25%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Tressler, Shari	Principal	Administrators review data, reflect on best practices, and develops professional development based on data. This is done with the Leadership Team, SAC, PTO and other forums, Like Coffee with the Principal, engaging all stakeholders in the process. Once data is reviewed and input collected, the team moves forward in editing the goals to meet the needs of the site.
Hamilton-Brown, Kathy	Assistant Principal	Administrator reviews data, reflects on best practices, and develops professional development based on data. This is done with the Leadership Team, SAC, PTO, and other forums such as school based Action Teams, engaging all stakeholders in the process. Once data is reviewed and input collected, the team moves forward to meet the needs of the site. Mrs. Hamilton-Brown also assists with State Wide and district testing as well as supports the ESE team.
Leathers, Heather	Instructional Coach	Responsible for coaching teachers in all content areas, supports administration and teachers with state, district, and school based assessments, data collection and progress monitoring student academic and behavior data, provides PD for teacher, MTSS facilitator, and mentors new teachers. Mrs. Leathers also assists with state and district assessments.
Martin, Heather	Other	SAC Chairperson ESE Resource teacher in all content areas and certified in General Education
Ferland, Eileen	Teacher, ESE	ESE Resource teacher in all content areas and certified in General Education

Demographic Information

Principal start date

Wednesday 7/12/2017, Shari Tressler D

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

9

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

2

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

596

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

0

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

1

Demographic Data

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				83%	62%	57%	81%	60%	56%
ELA Learning Gains				66%	60%	58%	67%	54%	55%
ELA Lowest 25th Percentile				62%	57%	53%	49%	46%	48%
Math Achievement				84%	63%	63%	85%	62%	62%
Math Learning Gains				75%	65%	62%	71%	59%	59%
Math Lowest 25th Percentile				65%	53%	51%	63%	49%	47%
Science Achievement				79%	57%	53%	76%	57%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	84%	64%	20%	58%	26%
Cohort Comparison						
04	2021					
	2019	78%	61%	17%	58%	20%
Cohort Comparison		-84%				
05	2021					
	2019	80%	60%	20%	56%	24%
Cohort Comparison		-78%				
06	2021					
	2019	85%	60%	25%	54%	31%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	61%	12%	62%	11%
Cohort Comparison						
04	2021					
	2019	87%	64%	23%	64%	23%
Cohort Comparison		-73%				
05	2021					
	2019	86%	60%	26%	60%	26%
Cohort Comparison		-87%				
06	2021					
	2019	84%	67%	17%	55%	29%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	77%	56%	21%	53%	24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady is used to progress monitor students three times a year in ELA and Math.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	47	56
	Economically Disadvantaged	3	8	12
	Students With Disabilities	4	3	6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	35	64
	Economically Disadvantaged	3	6	13
	Students With Disabilities	3	4	6
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	40	31
	Economically Disadvantaged	6	12	20
	Students With Disabilities	3	5	5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	36	56
	Economically Disadvantaged	5	10	17
	Students With Disabilities	3	3	4
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	44	59
	Economically Disadvantaged	6	9	11
	Students With Disabilities	3	6	14
	English Language Learners	0	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	33	53
	Economically Disadvantaged	6	9	11
	Students With Disabilities	1	6	11
	English Language Learners	0	0	1

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69	78	81
	Economically Disadvantaged	18	21	22
	Students With Disabilities	8	9	10
	English Language Learners	0	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	52	65
	Economically Disadvantaged	2	9	14
	Students With Disabilities	0	3	3
	English Language Learners	0	0	2

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	49	53
	Economically Disadvantaged	4	5	5
	Students With Disabilities	5	6	5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	39	54
	Economically Disadvantaged	0	1	5
	Students With Disabilities	4	3	4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	61	65
	Economically Disadvantaged	11	14	14
	Students With Disabilities	4	5	6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	53	67
	Economically Disadvantaged	11	11	16
	Students With Disabilities	2	3	6
	English Language Learners	0	1	1

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	50	50	44	48	61	53	33				
ELL	60			67							
ASN	85			100							
BLK	84			79							
HSP	84	77		87	62						
MUL	85			77							
WHT	81	76	59	80	80	71	72				
FRL	66	65	60	64	59	64	55				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	61	59	54	54	62	52	44				
ELL	79	94		89	89						
ASN	83	78		96	79		80				
BLK	73	80		75							
HSP	79	65	77	82	71	65	70				
MUL	77	53		86	71						
WHT	84	67	59	83	77	65	82				
FRL	79	65	62	77	70	69	63				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	57	51	36	57	52	45	51				
ELL	62			69							
ASN	84	75		89	85						
HSP	73	63		78	71	55	64				
MUL	75	43		82	71						
WHT	83	69	56	86	70	64	78				
FRL	65	54	35	71	63	61	76				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	82
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	81

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Looking at the end of year results from the 2021 FSA, Suntree Elementary increased the overall points which gave the school an A rating. Even though there was an increase in overall points, there was a decline in Science scores of 79% proficiency in 2019 and 73% in 2021. Also, a decline in overall level 3 or higher proficiency in ELA from 83% in 2019 to 82% in 2021 and a decline in Math in overall level 3 or higher proficiency from 84% in 2019 to 81% in 2021. Overall Learning gains increased in ELA from 66% in 2019 to 77% in 2021 and Math with 75% in 2019 and 78% in 2021. Learning gains for the lowest 25% also showed an increase with 62% in 2019 to 63% in 2021 and 65% in 2019 to 70% in 2021 for Math.

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

Across all grade levels, the area of Math seems to demonstrate the greatest need for improvement as well as 5th grade Science. Overall, only 42% of our students in 1-6 grade have demonstrated on grade level proficiency in math according to the first iReady diagnostic. Our current first grade students ended the 2021 school year with an overall proficiency of 54% as demonstrated on end of the year iReady diagnostic. Currently, based on the beginning of the year iReady diagnostic, first grade is demonstrating 17% proficiency. Current 2nd grade ended the year with 56% proficiency in math and currently demonstrate 32% proficiency. Third grade ended the year with 53% proficiency in

iReady math and started this year with 40% proficiency. In fourth grade, students ended the year with 65% proficiency and currently demonstrate 45% proficiency. Fifth grade demonstrates the only grade level with the least amount of decline in proficiency with 54% proficiency last year and currently demonstrate 53% on grade level. Sixth grade students ended the year with 67% proficiency in math and currently demonstrate 62% on grade level. Additionally, on the 2019 FSA Science Assessment, 79% of students demonstrated a Level 3 or higher where only 73% demonstrated proficiency in 2021. Currently 59% of students in grades 1-6 demonstrated on grade level performance on the beginning of the year ELA iReady diagnostic.

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

During the 2020-2021 school year, Suntree started the year with over 300 students learning from home due to COVID response from parents. By the end of the end of the school year, approximately, 80 student remained learning from home. Of those 80 students, 12 were 5th grade students. We believe a contributing factor to the decline in math performance is due to the large number of students learning from home where teaching and learning math and science is difficult without proper hands on instruction with a teacher present. Additionally, students being sent home to quarantine affected learning for all students at Suntree. Even though students received online learning while in quarantine, this is not sufficient when trying to improve and build on previous skills. During the 2021-2022 school year, an area of focus will need to be on the improvement of the upper 25% students demonstrating learning gains which will also help the overall Level 3 or higher proficiency on FSA ELA, Math, and 5th grade Science. Additionally, at the beginning of the 2021-2022 school year, Suntree Elementary welcomed 36 new families. These families moved to Florida because their child(ren) were learning remotely last year, never being in a traditional classroom which impacted learning. Also, this year, our teachers will be utilizing a new ELA curriculum which should support consistency in standards aligned instruction and increased rigor in all grade levels for all students.

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

The largest areas of growth from the 2019 FSA and 2021 FSA is in overall learning gains for students and learning gains for the lowest 25%. Overall ELA learning gains improved from 66% in 2019 to 77% in 2021 and lowest 25% learning gains improved from 62% in 2019 to 63% in 2021. On FSA Math in 2019, 75% of students demonstrated overall learning gains and 78% in 2021. Lowest 25% performance increased from 65% on the 2019 Math FSA to 70% in 2021.

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

The 2020-2021 was the third year for Suntree teachers utilizing the Eureka Math program. This consistency in using the same math curriculum is believed to be a contributing factor to the improvement in learning gains. Consistency in using common math vocabulary and daily processes is necessary for our lowest 25% and ESE students. Also, the 2020-2021 school year was the second year for our students to use the iReady program. This familiarity and consistency in teachers using the program allows our students to demonstrate their knowledge without having to frontload how to use the diagnostics for this program.

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

In order to improve learning for all students, teachers will need to accelerate learning + interventions for those students in need. Teachers will need to determine the critical skills that their students are missing and provide scaffolds to bridge the gaps while also teaching the missing skills for those that need it.

Teachers, with the support of the Instructional Coach and administration will need to:

1. Diagnose essential missed learning
2. Plan for intentional scaffolding
3. Build knowledge and vocabulary
4. Prioritize Standards

Additionally, students who are in need of specific, targeted skills, will also receive intervention support during our school's Walk to Intervention time, 5 days a week. Acceleration + intervention for those who need it, will provide the largest gains in learning for our students.

During the 2021-2022 school year, teachers in grades K-6 will learn and instruct students using a newly adopted ELA curriculum.

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

PD related to new ELA series, PD for new LLI kit, New math PD, coaching from Instructional Coach, job embedded training (Reading Endorsement for those who still need certification)

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

This year BPS is rolling out year 2 of Conscious Discipline. At Suntree Elementary, this will be implemented to all grade level teachers and resource teachers to provide consistency and common language for all students. During preplanning, all teachers participated in 2 days of Conscious Discipline Training which focused on encouraging and providing students with strategies for self regulation, teacher identification of students in crisis, and multiple other social emotional skills. Each month, during faculty meetings, teachers will participate in 30-45 minute refresher of already taught skills which includes a recorded session with the presenter of the program. Teachers are expected to provide a time during the school day to create a family culture in their classroom where students feel safe to practice these self regulation techniques. ESE resource teachers and instructional assistants will be trained in CPI which prioritizes using de escalation techniques when a student is in crisis. Our school guidance counselor will plan with activity teachers on how to incorporate SEL strategies into their curriculum. At Suntree Elementary we don't have students who are just in crisis due to trauma or other negative outside factors. Many of our students need support in learning how to work through struggles such as academics and learning how to be a good friend. A focus on SEL strategies will help to sustain academic improvement for all students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of

Focus

Instructional practices specifically relating to standards-aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area.

Description and

Rationale:

Measurable Outcome:

On the 2022 FSA ELA and Math:
 90% of students in grades 3-6 will demonstrate proficiency (Level 3 or higher)
 85% of students in grade 3-6 will demonstrate a learning gain
 75% of our lowest 25% of students in grades 3-6 will demonstrate a learning gain
 80% of our fifth grade students will demonstrate proficiency (Level 3 or higher) on Science

Monitoring:

The school based leadership team will develop and maintain a data system for tracking student performance which will help to identify and monitor students who are in need of acceleration and/or intervention.
 Administration will meet with teachers individually at least three times a year for data chats to review student progress with an emphasis on the progress of students in ESSA subgroups and the upper 25% performing students.

Person responsible for monitoring outcome:

Shari Tressler (tressler.shari@brevardschools.org)

Evidence-based Strategy:

Use of the coaching cycle for collaborative planning, modeling, follow up, and monitoring through instructional chats and observational data. the curriculum maps will also serve as a guide to ensure correct pacing of instruction through the school year. Frequent progress monitoring and continuous feedback will support teachers in identifying student specific academic needs in order to develop and plan for effective, targeted instruction.

Rationale for Evidence-based Strategy:

We believe the problem is occurring because of a lack of a consistent ELA curriculum that was standards aligned across all grade levels. With curriculum aligned to the B.E.S.T. standards with a focus on cohesive, systematic reading and writing instruction for all grade levels, the number of students earning Level 3 or higher, overall learning gains, and Lowest 25%, learning gains will increase.

Action Steps to Implement

Teachers, administrators, and instructional coach will participate in weekly TRACK meetings during planning time to analyze formative and summative assessment data and review and collaborate on how to implement the district ELA pacing guides with fidelity across all grade levels. Special focus on acceleration of students and/or the need for intervention for specific students in order to provide support for all students, especially those with gaps in learning due to COVID and adjusted instruction for the 2020-2021 school year.

Person Responsible

Shari Tressler (tressler.shari@brevardschools.org)

Administration will meet with parents of students who scored Level 1 or Level 2 on 2021 FSA ELA and Math to bring an awareness to parents on the changes in scores and expectations from one grade level to the next.

Person Responsible

Shari Tressler (tressler.shari@brevardschools.org)

Each grade level will develop an ELA and Math goal based on previous year's FSA data, district diagnostics, and current iReady data and develop teacher and grade level strategies to achieve their

grade level goals. Teachers in each grade level will review district and school level data to determine what area/standards they will focus on for improvement taking into consideration cohort trend data, ESSA subgroups, and SWD needs as well as the needs of our above grade level students.

Person Responsible Kathy Hamilton-Brown (hamilton-brown.kathy@brevardschools.org)

Grade level teams will work together to create, maintain, and adjust instruction based on the needs of the individual students in their grade level. Teachers, with the guidance of administration and the instructional coach, will provide 30 minute Walk to Success to meet the individual needs of each student utilizing research based programs such as 95% Group, iReady Teacher Toolbox, iReady Instructional Grouping, as well as Benchmark Universe Interventions. Teachers will provide explicit instruction for all levels of student abilities to include our lowest and highest 25% students five days a week.

Person Responsible Heather Leathers (leathers.heather@brevardschools.org)

Students will complete 30 min/week on MyPath iReady ELA and Math lessons. This is to help close instructional gaps in students as well as enrich learning for on grade level and above grade level students. The Instructional Coach will monitor weekly. Teachers will provide small group instruction based on student needs.

Person Responsible Heather Leathers (leathers.heather@brevardschools.org)

Students in grade 3-6 will take Standards Mastery assessments through iReady 4 times a year. This data will be used by grade level teachers and administration to determine instructional changes that may be necessary for each teacher and/or entire grade level. Teachers will collaborate, share ideas, and plan rigorous, standards aligned instruction to meet the needs of all ability students in the classroom/grade level. Teachers will use data to determine instructional needs for their small group instruction, MTSS focus, and individual student instructional needs.

Person Responsible Heather Leathers (leathers.heather@brevardschools.org)

Lowest performance students in grades 3-6 will participate in our After School Academic Support Program. Teachers and administration will identify the lowest 25% performing students and/or students in ESSA subgroups in ELA and Math to participate in this afterschool program.

Person Responsible Kathy Hamilton-Brown (hamilton-brown.kathy@brevardschools.org)

Teachers will conduct data chats with students on a monthly basis. Teachers will support students in setting appropriate goals and monitoring data towards these goals. Teachers and students will document and refer to these data chats throughout the year to monitor student progress toward their goal.

Person Responsible Kathy Hamilton-Brown (hamilton-brown.kathy@brevardschools.org)

No description entered

Person Responsible [no one identified]

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

Area of Focus Description and Rationale: Due to COVID-19 pandemic, during the 2020-2021 school year, BPS offered parents the option to either have their child attend school brick and mortar or virtually where instruction was provided by a school based teacher to students learning at home. This current school year, 2021-2022, all students have returned to brick and mortar. Now more than ever, teachers are faced with the challenge of meeting the academic and social emotional needs of students who have not been in the traditional classroom setting for a year and half. Add to this, that many students have been out due to quarantine guidelines which continues to exacerbate the social emotional needs of our students.

Measurable Outcome: 100% of teachers will participate in Conscious Discipline Training provided by BPS. This training will have a direct impact on the number of student referrals to the office that are due to behavior issues in the classroom.

Monitoring: Monthly, teachers will participate in school wide Conscious Discipline training which will reinforce already learned skills and strategies during pre planning.

Person responsible for monitoring outcome: Kathy Hamilton-Brown (hamilton-brown.kathy@brevardschools.org)

Evidence-based Strategy: Teachers will utilize lesson plans from the SEL Recovery Monique Burr Resources, Conscious Discipline's Building Brevard's Family resource binder.

Rationale for Evidence-based Strategy: Although rigorous academic preparation if necessary, it is also important teachers are aware of the social emotional well being of their students. We strive to support students in acquiring the knowledge and skills necessary to recognize and manage their emotions, demonstrate caring for each other and self, create and nurture positive relationships with peers and adults, and make responsible decisions. Teachers will utilize Morning Meetings, MindUP Curriculum, and calming strategies to support this effort.

Action Steps to Implement

Each homeroom teacher will provide students with several strategies to use when feeling anxious, angry, frustrated etc. as well as a Moment of Silence each morning to encourage students to calm themselves before the beginning of each day.

Person Responsible Jennifer Allison (allison.jennifer@brevardschools.org)

All teachers will participate in Conscious Discipline, Year 2, which is a district initiative. Teachers will utilize resources and strategies to use with whole class and/or specific student who may need support in self regulation.

Person Responsible Jennifer Allison (allison.jennifer@brevardschools.org)

Additional Schoolwide Improvement Priorities

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

According to the School Safety Dashboard, Suntree Elementary reported 1.2 incidents for every 100 students which is higher than the state average of reported incidents.

Teachers in all grade levels will be trained in Conscious Discipline which focuses on teacher strategies and planning to reduce student conflict and mindfulness of personal wellbeing.

Additionally, teachers have been trained in Trauma Sensitive Classroom which assists teachers in identifying students who may be attention seeking or display increased behavior issues due to traumatic events in their life.

Part IV: Positive Culture & Environment

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

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

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

Several key sources of data were utilized when planning for the 2021-22 school year which include school-wide parent surveys, faculty "insight surveys" and student "Youth Truth" survey.

The Annual BPS Parent Survey indicated positive results in the following categories:

82% of parents stated they feel welcome at school and that the office staff is polite and helpful answering questions or concerns.

Areas of improvement included:

45% of parents stated they communicated with their child's teacher at least once a week with 36% stating they communicate monthly.

When parents were asked about how the school could help play a more active role in school decision making, 52% stated by sharing more information about school issues that need to be addressed, 37% stated having more convenient meeting times, and 35% stated if the school would provide more information about how to be more engaged they would play a more active role in school decision making.

This school year, more information more often will be shared with parents through email, text messages, and voice messages. There is an increased focus on updating the school website to include more current information and ways to include parents in opportunities at Suntree. The principal will continue to offer Coffee with the Principal several times during the year for parents to ask questions and offer ideas in a friendly, small group atmosphere.

Student data from the 2020-2021 Youth Truth survey indicate that at Suntree Elementary 71% of students responded positively to the question: Do you feel safe in the hallways of the school? Additionally, the highest rated theme areas are Engagement (91%) and Relationships (85%). The areas of lowest rating were Culture (48%) and Academic Challenge (50%) with Instructional Methods at 55% being the third

lowest area.

Suntree Elementary scored higher in all six areas compared to the typical Brevard School according to results. When looking deeper into the results from this survey, 88% of our third grade students positively to feeling engaged at school which increased to 96% at the sixth grade level. Additionally, as students moved from third to sixth grade, their feelings on relationships continued to increase positively. Conversely, our third grade students felt more academically challenged (60%) which continued to decrease in fourth, fifth, and finally in sixth grade where only 45% of students felt academically challenged.

These focus areas will be addressed with the reinforcement of standards aligned instruction, developing positive relationships, and raising the level of rigor in daily instruction. Additionally, teachers have participated in Trauma Informed Classroom professional development.

During the 2020-2021 school year, teachers in grades K-3 participated in Conscious Discipline professional development which provided teachers strategies and ways to help students feel more comfortable at school and in the classroom and best practices on trauma sensitivity. Teachers were given a toolbox of strategies to help with discipline and behavior concerns in the classroom and understand that when students act out, there is an underlying reason. This current school year, BPS has increased this beneficial training to teachers in all grade levels. BPS has provided each school with even more resources and a monthly planning guide to ensure that Conscious Discipline will become a part of the culture of the school. This year, teachers have incorporated a moment of silence in to the beginning of each school day as well as practice In January 2021, Suntree's instructional staff participated in the EDI Insight Survey indicated areas of strength in

Target areas for improvement include

At the beginning of the 2020-2021 school year, Suntree Elementary started with a new assistant principal, Kathy Hamilton-Brown. The previous assistant principal was at Suntree Elementary for over five years. According to the annual EDI Insight Survey, there was a decline in several areas which we believe are connected to the administration team at Suntree along with the issues connected to COVID where some teachers were brick and mortar, some were fully virtual teachers, and as the year progressed, some were hybrid teachers. We believe these two factors results in lower scores on this annual teacher survey. We anticipate to see more positive results with the 2021-2022 EDI Insight Survey.

On the 2019 survey, 100% of teachers agreed with the statement, "The expectations for effective teaching are clearly defined at my school" which dropped to 82% on the 2020 survey.

Also, on the 2019 survey, 87% of teachers agreed with the statement: "I am satisfied with the support I receive at my school for instructional planning" which dropped to 68% on the 2020 survey.

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

Parents
community members
students
teachers
staff,
business partners,
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