

Brevard Public Schools

Suntree Elementary School



2022-23 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: 6/28/2017

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
2021-22 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	2021-22: A (76%) 2018-19: A (73%) 2017-18: A (70%)
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	N/A
* 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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Suntree Elementary School

900 JORDAN BLASS DR, Melbourne, FL 32940

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	No	22%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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. (Last Rev. 2018-19)

Provide the school's vision statement.

Empower students to make a positive impact in an ever-changing world. (Last Rev. 2018-19)

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Tressler, Shari	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 like Coffee with the Principal and PTO, 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 like Coffee with the Principal and PTO, 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. Assistant Principal also coordinates state wide and district assessments, supports the ESE team, and student discipline.
Leathers, Heather	Instructional Coach	
Carr, Judy	Teacher, K-12	
Martin, Heather	Teacher, ESE	Provides instruction to students with IEP's. Provides support, scaffolds instruction, creates learning goals, writes IEP's, conferences with parents, collaborates with general education, grade level teachers on standards and expectations, and best ways to provide support to below grade level students.

Demographic Information

Principal start date

Wednesday 6/28/2017, Shari Tressler D

Number of teachers with a 2022 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.*

11

Number of teachers with a 2022 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.*

10

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

606

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	53	80	92	84	96	112	85	0	0	0	0	0	0	602
Attendance below 90 percent	2	9	9	9	9	11	7	0	0	0	0	0	0	56
One or more suspensions	0	1	1	1	2	4	6	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	0	2	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	6	6	6	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	7	5	9	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	5	0	3	0	1	4	0	0	0	0	0	0	13

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

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 6/28/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled		0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent		0	0	0	0	0	0	1	0	0	0	0	0	1
One or more suspensions		0	1	1	0	0	1	0	0	0	0	0	0	3
Course failure in ELA		0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math		0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment		0	0	0	0	0	0	4	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment		0	0	0	0	0	0	9	0	0	0	0	0	9
Number of students with a substantial reading deficiency		0	0	0	0	0	0	0	0	0	0	0	0	
LEVEL 1 ON 2021 FSA ELA		0	0	0	3	7	4	4	0	0	0	0	0	18
LEVEL 1 ON 2021 FSA MATH		0	0	0	3	7	4	4	0	0	0	0	0	18

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	0	1
One or more suspensions	0	1	1	0	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	4	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
LEVEL 1 ON 2021 FSA ELA	0	0	0	3	7	4	4	0	0	0	0	0	0	18
LEVEL 1 ON 2021 FSA MATH	0	0	0	3	7	4	4	0	0	0	0	0	0	18

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	81%	61%	56%				83%	62%	57%
ELA Learning Gains	74%						66%	60%	58%
ELA Lowest 25th Percentile	60%						62%	57%	53%
Math Achievement	84%	49%	50%				84%	63%	63%
Math Learning Gains	81%						75%	65%	62%
Math Lowest 25th Percentile	67%						65%	53%	51%
Science Achievement	88%	60%	59%				79%	57%	53%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	55	63	53	49	64	57	57				
ELL	71	93		93	93						
BLK	72	75		78	92						
HSP	78	71		87	82						
MUL	80	75		73	90						
WHT	82	74	56	85	78	58	87				
FRL	64	61	48	71	75	69	80				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	535

ESSA Federal Index	
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	88
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	79
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	80
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 the year results from the 2022 FSA, Suntree Elementary increased in overall points which earned the school an A rating with a total of 535 points or 76% of the total points available. Even though there was an increase in overall points, there were some areas which there was a decline in proficiency. Overall math proficiency decreased from 85% to 81% and math learning gains decreased from 81% to 78% however the FSA Science proficiency is the area which increased 15 points is the reason for the jump in total points. The school does not have any subgroup categories which fall below the 41% threshold for ESSA. The 1% increase in overall ELA achievement, 3% increase in ELA learning gains and 3% increase in lowest 25% ELA learning gains may be attributed to the new Benchmark ELA program which teachers implemented during the 2021-2022 school year. The SWD and ELL subgroup categories also showed an increase in proficiency from the previous year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on last year's iReady ELA progress monitoring, students in grades 1-6 demonstrated the following proficiency at the end of the 2021-2022 school year:

iReady ELA Math
Kindergarten 92 85
First Grade 98 74

Second Grade 88 67
 Third Grade 96 84
 Fourth Grade 98 78
 Fifth Grade 97 80
 Sixth Grade 92 74

Traditionally, there has always been a discrepancy in proficiency between ELA and Math across all grade levels. As a school, all teachers in all grade levels were using the Eureka math program as well as iReady Math. Students utilized the iReady program for 30-45 minutes weekly and teachers targeted specific deficit skills using the Teacher Toolbox for intervention.

As a school, there is a trend to slightly improve SWD overall proficiency, overall learning gains, and learning gains for the lowest 25% students. SWD subgroup continues to be the area of lowest performance. This proficiency changes from year to year depending on the number of SWD students in each testing grade levels

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

In County Out of County Out of State Charter/virtual Total
 Private

2021-2022 28 11 56 22 117 (20%)
 2022-2023 24 10 39 11 84 (14%)

Over the last two years, Suntree Elementary's enrollment has changed. Over the last two years, this school has enrolled over 200 new students to Brevard County and the state of Florida. When these families enroll at the school, the office team conducts an informal poll asking why they have moved into our area or state. The overwhelming response is that Florida is open, meaning not restricted by COVID-19 mandates. During initial assessments, the majority of newly enrolled students are not at the academic level of mastering grade level standards. Teachers have to provide remedial or intervention lessons, follow the MTSS process and sometimes request to open an evaluation for possible disabilities. Additionally, when a student is new to the state of Florida, he/she does not have previous FSA data to compare and ultimately determine a possible learning gain. It is possible that the drop in learning gains and lowest 25% learning gains is due students not having previous year's FSA data. This also applies to students who transfer from a charter, private, or virtual program. Given these enrollment trends, we will focus on 2022-23 FAST PM data as the baseline for ELA and Math growth.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The one area with the greatest amount of growth was indicated on the FSA Science assessment with 88% of fifth grade students demonstrating proficiency. This is a 15% growth from the previous school year.

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

It is likely that the school wide use and particularly usage in fifth grade of the PENDA science online program contributed to the large increase in science scores. The 5th grade teachers used the PENDA science program with integrity the entire school year. Usage of this program helped to review the third and fourth grade science standards which may or may not have been taught to current fifth graders depending on their previous years enrollment.

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 who 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.

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.

Since this school has several new teachers to the profession as well as Florida, the Instructional Coach and administration will meet at least 4 times this year to provide a foundation of Florida BEST Standards, reading and math instruction, best instructional practices, and MTSS guidelines. Additionally, all teachers will receive PD in the new Math curriculum.

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

Suntree will continue to utilize all available data to analyze student achievement and growth. This year is a baseline setting year for state assessments, which will help establish the basis for learning gains in the future. This will assist the school given that many students have relocated from out of state.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Data have shown that while overall proficiency and learning gains have held steady, there is a need to increase differentiated instructional practices to meet the needs of all learners.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Student growth in 2022-23 will be measured by FAST PM data, given in three cycles (PM1, PM2, and PM3). This new platform will allow us to measure growth across all grade levels, including K-2, 3-6 in both ELA and Mathematics. At this time, the State of Florida has not shared proficiency criteria for the year. As a school, This year in grades 3-6, we will demonstrate growth as follows:

3rd grade: 48% to 70% proficiency in ELA and 16% to 70% proficiency in Math
4th grade: 57% to 70% proficiency in ELA and 14% to 70% proficiency in Math
5th grade: 55% to 70% proficiency in ELA and 48% to 70% proficiency in Math
6th grade: 59% to 70% proficiency in ELA and 51% to 70% proficiency in Math

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Administration will meet with teachers individually each grading period for data chats and review student progress. Particular emphasis concentrate around the lowest 25% academic performing students and those in the upper quartile.

Person responsible for monitoring outcome:

Shari Tressler (tressler.shari@brevardschools.org)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Use of the coaching cycle for collaborative planning, modeling, follow up, and monitoring through instructional chats and observational data. Curriculum maps and pacing guides provided by BPS will serve as a guide to ensure correct pacing and consistency in instruction throughout the 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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria**

The last two years, teachers shared a concern with the Eureka math program which does not lend itself to small group or intervention time to work with students who may need additional support. This year, Brevard Public School (BPS) has adopted a new math curriculum, . This curriculum supports the need for a 90 minute math block which includes small group instruction and the opportunity for teachers to provide intervention support.

This year, Florida has introduced a new progress monitoring assessment, the Florida Assessment of Student Thinking (FAST). Students will be assessed three times a year. The FAST is computer based and teachers are able to review the data

used for selecting this strategy.

within a few days of when students complete the assessment. This data will help teachers plan for meaningful and rigorous instruction as well as provide intervention opportunities for those who perform below the grade level standard on the first two assessment windows.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers, administrators, and instructional coach will participate in weekly TRACK meetings during planning time three times a month. One meeting each month will focus on data, one meeting on curriculum and another for MTSS and discussion of daily Walk to Intervention time. These weekly conversations will focus on the acceleration and/or intervention needs of students in the lowest 25% and upper quartile students.

Person**Responsible**

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

Administration will meet with parents of students who scored in the lowest 25% on the initial FAST ELA and Math assessments and/or lowest 25% on iReady ELA and Math Diagnostics for the 2022-2023 school year for grades K-6. Additionally, any students who scored Level 1 or Level 2 on the 2022 FSA ELA and Math assessments will also be included in these parent conferences.

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, previous and first iReady ELA and Math diagnostic, and initial ELA and Math FAST data. Grade level goals will include strategies to increase student learning for all students with focus on the lowest 25% and upper quartile students.

Person**Responsible**

Shari Tressler (tressler.shari@brevardschools.org)

Lowest performing students in grades 2-6 will participate in our After School Academic Support Program two days a week beginning by October 1, 2022. The lowest 15% performing students in first grade will provided additional academic support in the area of phonics during the school day.

Person**Responsible**

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

Professional Development in reading, math, and science instruction will be provided 3 times a year for first year teachers by the Instructional Coach and school based Peer Mentor Teacher. Additional support will be provided to these new teachers in the areas of MTSS, rigorous, standards-based instruction, Florida's BEST Standards, and communicating with parents.

Person**Responsible**

Heather Leathers (leathers.heather@brevardschools.org)

This year, Suntree Elementary has the opportunity to have a District Math Coach approximately once every three weeks or so. The Math Coach will meet with grade level teams to discuss the implementation of the new math program, observe in classrooms, provide coaching support, as well as strategize with teacher teams on ways to improve math learning in their grade level.

Person**Responsible**

Heather Leathers (leathers.heather@brevardschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Several key sources of data were utilized when planning for the 2022-2023 school year which include school wide parent survey, faculty "insight surveys" and student "Youth Truth" survey.

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

Of the 375 responses to the survey, the preferred way for parents to receive information is through email or text messaging: Majority of participants indicated they prefer email 90% and text messaging 60%.

90% of the parents indicated that they feel welcome at school and 85% indicated that the office staff is polite and helpful in answering parent questions or concerns. Over half of the parents (52%) indicated they attended a parent meeting or event at Suntree at least once or twice a year that supported their child's academic success and an additional 7.3% attend events at least monthly.

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

Aside from Family fun nights and middle school transition informational meetings, parents indicated that they would like to attend more events focusing on math and reading strategies, homework help, and mental health resources. They would also like academic support materials for families to use at home (73%) and some technology resources (45%)

This school year we can improve that by being mindful of parents' availability and offer opportunities during their preferred times. The parent survey indicated that evenings Monday through Friday was by far the most popular time to hold events at 75%.

We plan to have several academic support nights. (Math, ELA, and Social Emotional support).

Truth Survey showed downward trends during COVID time periods of less engagement and sense of belonging and relationships, although Suntree fared better than the overall Brevard Schools numbers.

Academic challenge and Culture numbers decreased during this time as well

Although rigorous academic preparation is necessary, it is also important that 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 along with other mindfulness activities such as MindUP, Sanford Harmony, and other calming strategies to support this effort.

Daily, teachers will conduct Morning Meetings into their schedule. The Morning Meeting is used to prepare students to the instructional day by providing opportunity for all students to be welcomed into the classroom, participate in a group activity and set the state for the day's instruction. Morning Meetings set the tone for respectful and engaged learning in a climate of trust. Morning Meetings also build and enhance connections among students and between students and teachers while merging academic, social, and emotional learning. Additionally, Morning Meetings helps students feel a sense of belonging.

Teachers will participate in school based Social Emotional/Life Skills training. This training will provide

teachers with a basic understanding of the need to provide SEL instruction daily. Each month grade level teams will plan to teach and reinforce one of the SEL Dimensions; (1) Self Awareness, (2) Self Management, (3) Social Awareness, (4) Relationship Skills, and (5) Responsible Decision Making. At the end of each month, each teacher will nominate a student who has modeled the skills within that dimension. These students will be honored at our Suntree LEADERS (Legendary, Examples of Awe Inspiring Distinguished Examples of Responsible Students) Celebration.