

Brevard Public Schools School Improvement Plan 2016 - 2017

Name of School:

Sea Park Elementary

Area:

Central

Principal:

Ena A. Leiba

Area Superintendent:

Jane Cline

SAC Chairperson:

Samantha McGill

Superintendent: Dr. Desmond Blackburn

Mission Statement:

Our mission is to work collaboratively to create an enriched environment where every child can strive for academic excellence to meet the rigor of the 21st Century.

Vision Statement:

Sea Park Elementary personnel are committed to providing quality education that will engage all students in taking ownership in using higher order skills in order to reach their full potential academically, socially, and emotionally.

Stakeholder Involvement in School Improvement Planning:

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

The mission, vision and School Improvement Plan is being communicated to all stakeholders by involving stakeholders in providing input in the creation of all aspects of the School Improvement Plan (SIP). The Strategic Plan, under Government and Community Relation: Objective R3, is to increase system-wide proactive communications. To meet this objective at Sea Park our School Advisory Council held its first meeting in August to review school data, review mission, vision, and barriers and decide on school based objectives based on the data. We were unable to do our regular summer luncheon workshop due to our school renovation work this past summer. Teachers met during preplanning, at faculty meetings, as well as at Data Meetings and early release days to outline, barriers, revisit mission, vision, as well, as assist in creating

action steps for the School Improvement Plan.

All instructional personnel and administrators will use the School Improvement Plan as a reference in the development of their Professional Growth Plan and Deliberate Practice Plan. All teachers and administrators participated in the EDI Insight Survey and the data from the survey was used in the development of the School Improvement Plan. Parents and students provided feedback through the School Best Practices for Inclusive Education (BPIE) Assessment. The SIP goal will be posted in each teacher's classroom as a quick reference as well as affixed to the header on all faculty meeting agendas.

All stakeholders will review the draft of the SIP and provide input before final copy is submitted. All stakeholders will be emailed a copy of the final SIP. A copy will also be posted on our school website. Each School Advisory Member will receive a copy of the plan. Information about the SIP will be noted in our bi-weekly school newsletter, in our SIP monthly minutes posted online and reviewed with staff and faculty meeting.

Brevard Public Schools School Improvement Plan 2016 - 2017

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and how are they revealed with data?

The Florida Standards demands higher order thinking, rigor at all levels, and focus on effective teaching and learning practices. This shift will require all instructional personnel to focus on lesson planning, reflections, and continuous improvement, what do students need to know and be able to do? How do we teach effectively to ensure students are successful in learning?

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

Approximately, 75% of teachers at Sea Park are writing student friendly standard- based essential questions, posting and referencing them throughout the lesson. All teachers are working towards planning with the end in mind with a focus on their grade level standards first.

Classroom Walk Through data revealed that most teachers are teaching standards-based

instruction, however, the data is also showing that some teachers are not teaching to the priority standards or they are teaching standards that are not appropriate for their grade level. From CWT, data meeting, one-on-one conference it is evident that there is a need to better understand the priority standards in order to assure that our students are being taught at the highest level to better understand the standards.

What are the areas of successful student achievements and what data shows evidence of improvements?
 What are the concerns with student achievements and how are they revealed to the data?

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

The Leadership Instructional Culture Index improved from 8.6 in 2015 to 8.8 in 2016. Observation and Feedback improved from 7.5 in 2015 to 8.0 in 2016. We were strongest in Leadership (8.8), School Operations (8.4) and Academic Expectations (8.3)

The areas where our school shows the most opportunity for growth are Workload, Career Progression, and Learning Environment. Workload scored a (5.8), and this was our lowest scoring area. Teachers commented that they do not have enough planning time and have more responsibilities with RTI documentation. We will try to increase planning time and reduce teacher workload. Career Progression stayed the same at (6.4), and this is our second lowest area. Teachers felt there were not enough opportunities to advance at the school level. We will be cognizant to provide leadership opportunities for our teachers to grow professionally. Learning Environment (8.1) declined and was the furthest from the top quartile (-0.9) even though it was an (8.1) on the index. This decline was due to teachers concern for consistent expectations and consequences for student behavior. Our school will focus on establishing school wide behavior expectations and social emotional goals to increase positive behavior, student engagement, and learning.

During the 2015-2016 school year, Sea Park exhibited success in math evidenced by increased proficiency on the FSA math grade 3 from 73% to 87% and in grade 6 from 72% to 81%. Sea Park also exceeding expectations in all areas of the VPK Gold Developmental screener. However, the FSA ELA data revealed a decline in reading proficiency scores at all grade levels. The Math data revealed positive gains in both grade 3 and grade 6. Grade 5 experienced the largest decrease in math. The three-year science data also showed a decline in science scores from 2014-2016 from 59% to 56%. Based on all the data, it is event that there needs to be a school-wide shift in how science, ELA and math is taught across all grade levels. There also needs to be increased rigor and deeper understanding of the ELA, Math and Science standards. Our school FSA ELA data indicates the following:

FSA ELA Two Year Comparison Data

Prior year Outcomes
(Where we have been)

SMART Goal
(Where we are going)

Grade	2015	2016	Difference	2016-2017 Goal
3	80	67	-13	70
4	60	58	-2	70
5	59	50	-9	70
6	71	65	-6	70

FSA Math Two Year Comparison Data

Prior year Outcomes
(Where we have been)

SMART Goal
(Where we are going)

Grade	2015	2016	Difference	2016-2017 Goal
3	73	87	+ 14	89
4	64	60	-4	70
5	58	29	-29	65
6	72	81	+ 9	83

Science Data Trend

Prior year Outcomes
(Where we have been)

SMART Goal
(Where we are going)

Grade	2014 %	2015 %	2016 %	Increase/decrease	2016-2017 Goal
5	59	59	56	Decrease 2016 -3	60

It is important to review the standards, (NGSSS and Florida State Standards) to ensure that they specifically and clearly articulate exactly what students know and are able to do. Our goal for the 2016-17 school year is to increase proficiency scores in FSA ELA, Math and FCAT Science.

2015-16 Sea Park VPK Students Meeting or Exceeding Expectations in each GOLD Developmental Area AP1 to AP3

	AP1	AP3
Social-Emotional	86%	100%
Physical	86%	100%
Language	86%	100%
Cognitive	100%	100%
Literacy	100%	100%
Mathematics	43%	100%

Our VPK students demonstrated gains in all 5 areas on the Gold Developmental screening tool. We will continue to monitor our VPK program and provide support. Our VPK teacher attends data meeting with our kindergarten teachers to provide feedback in that process.

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

BELAA Average 2015-2016

Grade Level	BELAA -A	BELAA-B	BELAA-EOY
1 st	79.1	78.9	80.1
2 nd	58.7	68.0	78.9

Kindergarten Literacy Survey (KLS) 2015 2016

Percentage of students who met the benchmark expectations.

KLS	EOY May 2016
High Frequency words	34.1
Writing Application	92%
Running Record	6.4 average running record level (77% met benchmark)

Nine student out of 39 did not meet benchmark for level 4 on running records. 77% met or exceeded benchmark on running records.

92% met proficiency on writing application and only 34% met the expectations of 55 high frequency words

Analysis of Current Practices:

Describe action steps that have become non-negotiable, things that you will continue doing.

Currently at Sea Park Elementary, our data team meets bi-monthly during the teachers' planning time. The time is used to discuss student data, share strategies, and monitor the lowest 25% student groups. We discuss best practices in all content areas, as well as look at student performance on assessments. Our subject-area contacts attended district-level meetings regarding curriculum. The strategies learned are shared with all teachers during PLC meetings and faculty meetings. We will continue our monthly data meeting with the IPST to provide additional support to teachers on interventions and progress monitoring strategies.

Teachers will continue to focus instruction on implementation of the Florida Standards with an emphasis on prioritizing the standards. Teacher are expected to continue the following: Creating lesson plans to indicate FL Standards are being taught. Displayed student work will be posted with standard-based EQ or student friendly standards for their grade level. Administrators will continue to monitor the use of Florida standards through classroom walk through visits and assessments, monitor lessons for higher order questions and rigorous activities. We will also continue to provide time for teachers to observe each other and reflect on how to improve professional practice and planning as funds become available to hire substitutes.

We will continue to narrow our focus on ELA writing. Last year we implemented school-wide use of TEA paragraph. We will continue this year with creating a writing calendar action plan by grade level. Teachers will collaborate with the media specialist and reading coach to integrate writing across the curriculum. Our staff also works collaboratively with the Media Specialist to offer Maker Space activities as part of her media program to enrich our students.

Best Practice:

Based on research, as it relates to the data analysis above, what should be best practices in the class room?'

According to Larry Ainsworth, "Priority or Power Standards" are those standards that, once mastered, give a student the ability to use reasoning and thinking skills to learn and understand other curriculum objectives.

(Ainsworth. 2003) Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency prior to leaving that grade level or course. Teachers at Sea Park were tasked with prioritizing the ELA standards last year. This year they will do the same for math standards, as well as learn to create learning scales for the priority standards.

Learning scales are a form of standards-based grading that helps students understand exactly what needs to be mastered for each standard, where they are in the learning progression, and how they can work to meet their goals (Hoback, McInterr, Clemens, 2014). The research by Marzano (2009), strongly implies that the more specific the goals are, the better they are. Goals that are specific in nature are more strongly related to student achievement than goals that are not. Specific goal provides clear direction for behavior and a clear indication of desired performance, and as such they serve as motivators. Edwin Locke and Gary Latham (1990) also found that having specific goals was associated with effect sizes ranging from 0.42 to 0.80, which translates to a percentile of 16-29 points. By unpacking and prioritizing the standards, educators are able to create clear, specific goals. This year we will be extending our work in prioritizing the math standards to gain deeper meaning that will assist in increasing student proficiency in math.

In the Harvard Education Review (2006), Jonathon Cohen from the Center for Social and Emotional Education, states that the goals of education need to focus not only on academics, but also the social, emotional and ethical competencies. Many students lack the social emotional competencies needed to be successful in school. Research studies show that schools that implement social and emotional learning programs have increased student achievement. In a meta-analysis of 213 schools involving 270,000 kindergarten through high school students; academic performance had an 11 percentile point gain in student achievement. Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R., and Shellinger, K. (2011). *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*, Child Development. Vol 82, 405-432.

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

All teachers at Sea Park Elementary will focus their instruction on consistent use of standards-based instruction, utilizing research-based strategies, and creating learning scales. Students will be engaged in higher level thinking and achievement will increase.

We will implement strategies to meet the social and emotional needs of our students, so there will be less discipline issues in the classroom and teachers will be able increase time for teaching and learning.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	Budget	In-Process Measure
1. Teachers need more resources to gain a better understanding of the depth and complexity of the FL standards.	Admin will: (a). Provide PD on prioritizing math standards (b). Train teacher how to create learning scale to monitor student progress	Admin Teacher leaders Teacher Admin Teacher leaders	Oct 2016- Feb 2017 Sept-Oct 2016	\$0.00	CWT w/feedback Lesson plans

	<p>Teachers will: (c) Create and use at least one learning scale for prioritized standards to monitor student progress</p> <p>(d) Focus on school-wide ELA writing standards by offering PD and time to create writing calendar action plan</p> <p>Admin will: (e) Purchase and utilized <u>The Common Core Mathematics Companion</u> book for teachers to utilize to dig deeper into the math standards</p> <p>(f) Notate standards being taught in lesson plans and on board</p>	<p>All teachers</p> <p>Admin Literacy Coach Teachers District personnel</p> <p>Admin</p> <p>Teachers</p>	<p>Oct 2016- May 2017</p> <p>Sept 2016</p> <p>Oct 2016</p> <p>On going</p>	 <p>\$0.00</p> <p>\$ 405.00</p>	<p>Copy of scales created. CWT, lesson plans</p> <p>Creation of writing calendar by grade level</p> <p>CWT</p> <p>Receipt for books</p> <p>Utilization of strategies from book.</p> <p>CWT Lesson plans</p>
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2. Teachers need more resources to effectively deal with social emotional behaviors of students	Admin will: (a) Establish a Discipline/Social Emotional Learning Committee	Admin Guidance Counselor Teacher Leaders	Aug – May 2016	\$500	Creation of school-wide expectation charts to display in cafeteria, hallways, and classrooms
	(b) Purchase Social Emotional Learning Kits	Guidance Counselor	August 2016	\$500	Purchase order
	(c) Invite teacher leaders and counselor to participate in training on how to utilize the SEL kits	Teachers Counselor	Sept. 2016	\$0.00	Attendance roster, shared feedback
	(d) Host training by district resource teachers on social emotion topics to prepare our teachers to address student needs.	All teachers participate District resource teachers	August October February	\$0.00	CWT Agenda, exit slips
4. Students need more resources to have a better understanding of the vocabulary of the ELA and Math standards	Teachers will: (a) Utilized language of the priority standards vocabulary throughout the lesson	Teachers	Ongoing	\$0.00	CWT Formative/summ ate assessments
	(b) Emphasize use of academic vocabulary by students when responding to questions or text.	Teachers Students Admin	Ongoing	\$0.00	CWT Formative/summ ate assessments
	(c). Offer Academic support in ELA and Math for students scoring level 1 and low performing 3 rd graders in reading	Admin Teachers	Nov 2016- Feb 2017	ASP funds \$4248	Student Roster
5. Teachers need more resources to consistently teach lessons in science across the school utilizing hands-on approach	Teachers will: (a)-Increase science hands-on lessons at each grade level to engage student in	Teachers	Sept 2016- May 2017	Science funds \$700.00	PO

	<p>having a deeper understanding & increase science scores.</p> <p>(b). Offer after school science (ASP) support to students that are not meeting the standards in grade 5 and level 1 students in grade 6.</p> <p>(c). Offer in-school science field trip through (CLIC) that provides hand-on experiences in collaboration with Media specialist.</p> <p>(d). Offer STEM activities including Maker Space and STEM science & Science Fair Parent night activities.</p>	<p>Teachers</p> <p>Media Specialist, Teachers, District Tech. support staff</p> <p>Media Specialist</p> <p>Teachers</p> <p>Administration</p>	<p>Nov 2016- Feb 2017</p> <p>Various times throughout the year</p> <p>August October January March</p>	<p>ASP funds \$4248</p> <p>\$0.00</p> <p>\$100</p>	<p>Student Roster</p> <p>CWT with feedback, schedule of field trip, student products & post survey</p> <p>Agenda, Sign in sheets</p> <p>Parent/student feedback exit slips</p>
<p>6. There is a need to continue to increase our gifted population</p>	<p>(a). Identify students who may qualify for gifted screening.</p> <p>(b). Utilize gifted checklist to determine students who qualify.</p> <p>(c). Evaluate and staff students who qualify.</p> <p>(d). Monitor rigor of the gifted enrichment program.</p>	<p>Teachers</p> <p>Guidance</p> <p>School Psychologist</p> <p>Gifted Teachers</p>	<p>Sept 2016- May 2017</p>	<p>\$0.00</p>	<p>Screening data</p> <p>CWT data</p> <p>Informal obs.</p>

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

All teachers at Sea Park will continue to focus their teaching on standards-based instruction. They will continue to work to unpack the Florida Standards as well as digging deeper into the items specifications so they can develop a deeper understanding of the standards in order to plan and develop effective classroom lessons. All teachers will utilize priority and supporting standards to teach Math. Teachers will be introduced to proficiency

scales and will utilize them with students to develop learning growth measures. Teachers will demonstrate understanding of the priority standards and proficiency scale as evident through classroom walkthroughs, informal observations, and IPPAS scoring rubric (Dimension 1 and 3.) Feedback will be provided to assist teachers in improving professional practice that will result in an increase student understanding of the standards.

2015-2016 IPPAS Evaluation Data

Dimension/Element	Proficient 2016	Proficient 2017	Distinguished 2016	Distinguished 2017
D-1/Element 1	22%	10%	78%	88%
D-1/Element III	22%	10%	78%	88%
D-3/Element II	37%	27%	59%	69%
D-3/Element IV	30%	20%	67%	77%

D1/Element 1- Sets instructional outcomes and aligns instruction with state adopted standards.

D1/Element III- Designs ways to monitor learning

D-3/Element II- Employ higher order questioning

D-3/Element IV- Delivers engaging challenging and relevant lessons

Our goal is to decrease the percentage of proficient scores by increasing the distinguished scores in 2017 in the dimensions above.

Teacher will utilize formative assessments to monitor and implement the standards. Data from the TNTP Insight survey will be used to provide PD and support teachers in the areas that are of concern on the survey.

The following areas will be our areas of focus from the Insight survey:

Learning Environment (8.1)- increase in index score, consistency in schoolwide expectations for student behavior

Peer Culture-(8.1)-increase index score, promote sharing of common language, vocabulary in regards to effective teaching practices among teachers

Career Progression- (6.4) Work with teachers to discuss advancement opportunities either at school or district level based on area of interest. Disseminate information from the district office about vacancies once an area of interest has been identified.

During the 2016-2017 school year, 100% of Sea Park teachers will participate in professional development that focus on prioritizing the Math Florida standards. They will also review and implement proficiency scales to help students understand exactly what they need to master for each standard, where they are in the learning progression and how they can work to meet their goal. 100% of teacher will document and use the Florida Standards for planning lessons. We will utilize September, February, early release Wednesday PD days and faculty meeting PLC to provide training, support and gather feedback from teachers.

Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.

Where do you want your students to be? What will student achievement look like at the end of the school year 2016-17?

What tools will be used to measure progress throughout the year?

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

Qualitative

Students will examine their own data, set learning goals, and keep track of their progress in data notebooks. Each teacher will share at least one exemplary lesson plan as evidence of planning for standard based instruction. Teachers will use formative assessments and exit slips to monitor student progress. Students will be asked during CWT if they have knowledge of the standard they working on. Classroom Walkthrough data will be used to monitor focus on standard based instruction, writing focus and increased in rigorous lessons. CWT data will be collected three times per year to monitor the pulse of instruction. (Begin for baseline, middle and in May to see progress.)

Quantitative

Students in grades 3-6 will increase ELA proficiency score from 57% to 65% on the 2017 FSA ELA assessment. Students in grades 3-6 will also increase math proficiency score from 56% to 65% on the 2017 FSA Math assessment.

On the 2016 FCAT science, students will demonstrate proficiency by increasing from 55% to 60%.

Students in grade 3 on the FAIR Probability of Literacy Success, 62% of third graders scored proficient. We would like to increase that to 70% at the end of AP3 for 2016-2017 school year.

Students in grade 4 on the FAIR Probability of Literacy Success, 51% of fourth graders scored proficient. We would like to increase that to 70% at the end of AP3 for 2016-2017 school year.

Students in grade 5 on the FAIR Probability of Literacy Success, 35% of fifth graders scored proficient. We would like to increase that to 50% at the end of AP3 for 2016-2017 school year.

Students in grade 6 on the FAIR Probability of Literacy Success, 25% of sixth graders scored proficient. We would like to increase that to 50% at the end of AP3 for 2016-2017 school year.

Part 2: Support Systems for Student Achievement (Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2015-2016 and a description of changes you intend to incorporate to improve the data for the year 2016-2017.

MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

1. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students. Include the methodology for coordinating the use of federal, state and local funds, services, and programs.
2. Describe your school's data-based problem-solving process: including types of data used to monitor effectiveness of core, supplemental, and intensive instruction; and school based structures in place to address MTSS implementation.

The MTSS Team assists in the selection of research-based intervention strategies that are shared with teachers during Kid Talk and IPST/Data meetings. The team assists in monitoring and recommending strategies to ensure

the success of students as we work through the MTSS process and during the implementation of the goals set forth in the School Improvement Plan. The Literacy Coach and administrators work together to review data and trends to determine predictors of success. The team provides valuable data and input to the SAC in the development of the School Improvement Plan.

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

After several weeks of interventions in Tier II, the students who do not adequately respond would be eligible for additional testing and Tier III individualized, intensive interventions targeted at skill deficits. All decisions related to the MTSS process are determined by the team. The MTSS Leadership Team continues to meet as needed to develop/modify materials and training to support teachers in the MTSS process. Based on our percent of students making gains during the 2013-14 school year in reading and math, we felt that our focus on implementation of the intensive intervention strategies contributed to the gains through MTSS/RtI process.

The Performance Matters data bases will be used to monitor and input student data. During the 2015 - 2016 school year, Sea Park will continue to pilot the I-Station on-line Researched -based intervention program for grade Pre-K-6th grade. The use of I-station program will assess students and create individualized instruction based on student's need. The program will also provide weekly reports for progress monitoring as well as monthly assessment data. From this data, students' progress can be tracked, the results analyzed, and interventions and implementation documented on each tier level. I-station will be used to monitor progress in reading for students in grade VPK-2 grades.

A PMP will created and monitored for students performing below grade level. Parent meetings and other pertinent student data will also be documented in Performance Matters. The new PMRN will also be utilized to access student FAIR-FS data.

In addition, during the 2016-2017 school year, for identified students who continue to show deficiencies in reading, we will be using Lexia Reading Core5 intervention tool to provide daily intervention to close the foundational gap in reading for these students.

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

On the 2015-2016 SACS accreditation survey, parent completed the survey online. We also sent a separate letter to parents with the information on how to complete the survey. Parent surveys were the most difficult to have completed. Even after a variety of methods to gain feedback, we still fell short of the 20% responses goal we were trying to achieve.

Strength noted from parents feedback:

The average ratings for all parent surveys was 4.44. Our highest ratings were in the following standards:

Standard 3.5 -Teachers participate in collaborative learning communities to improve instruction and student learning.

Standard 3.8 - The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress.

Standard 4.1- Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction and the educational program.

Standard 4.3- The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.

Our parents felt that we were the strongest in our efforts to improve instruction and students learning in a safe clean learning environment. They felts were had meaningful ways to keep stakeholders informed and that we have highly qualified staff that support our school’s purpose.

Weakness noted from parents feedback:

Our lowest ratings were in the following standards:

Standard 2.2- The governing body operates responsibly and functions effectively.

Standard 2.3- The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Standards 2.2 and 2.3 indicate dissatisfaction with the directives of the governing body which is our school board. We will continue to communicate district initiatives and provide clarification and access to information in a timely manner to our stakeholders.

Despite our efforts, we did not get the 20% feedback required on our parent survey. We will continue to see viable ways to reach out to our parents to gain feedback for improvements. We will send paper copies, have computers available for parents when we have programs to allow them access to give feedback, provide access at each school events to gain feedback.

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

These parental involvement events include:

SAC, PTO, STEAM Night events, Fall Festival, room parents, co-sponsoring Odyssey of the Mind teams, future Problem Solvers, volunteering in classrooms, field trip opportunities (such as Lagoon Quest), Winter Dance, Volunteer Orientation, Volunteer Appreciation Dinner, Open House, volunteering in the Book Fair, Stem Lab, Fine Arts Night, Field Day event, assisting with picture day and vision and hearing, School Beautification Club,

musical presentation, Jr. Apple Corp Volunteers, FSA Science Night, Florida Standards Assessment information night, and school enrichment club activities such as Math Club, Book Bash, and Lego Robotics.

In addition, members of the Satellite Beach Women's Club and Trinity Presbyterian Church tutor students who are having difficulty in reading and math. Parents and community members are also invited to participate in our Patriot's Day and Veterans' Day observances. Parents are encouraged to sign up to volunteer for field trips, special events at the school, and to assist in the classroom. With 100% of our classroom teachers trained to utilize Edline/Grade Quick to communicate with parents/guardians about their students' progress, we are making every effort to ensure parents in grades K-6 have activated their accounts. This effort increases communication and involvement between parents and teachers as evidenced by Edline Parent Utilization Reports and comments on the parent survey. Individual teachers and the guidance counselor provide "homework help" and "study skills" information to students and parents.

Our goal is to continue to offer opportunities for parents and community leaders to volunteer and get involved in our school to maximize students' academic performance. This year we will continue to increase our efforts to offer more school-wide assistance in the area of providing more after school clubs.

EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3. The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

1. List any additional early warning system indicators and describe the school's early warning system.

ELEMENTARY

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:

Students who are performing below proficiency are invited to participate in our Academic Support Program for ELA, Math and Science. Students who are in transition, who need additional support or who qualify as an English Language Learner (ELL) is provided additional tutoring services.

Sea Park's attendance average for **2013-2014 was 95.43% and for 2014-2015 was 94.89% and for 2015-2016 was 95.28%**. The district averages were **95.20% for 2013-2014 and 94.89%** for 2014-2015 and **95.02% for 2015-2016**. The data also revealed that Sea Park students had an average of 1.02% in 2013-14 and 95% in 2014-15 and 87% in 2015-2015 of excused absences. The average of unexcused absences for 2013-2014 was 3.74% and 4.14% for 2014-2015 and 3.85% in 2015-2016.

Add any additional EWS indicators here:

Sea Park utilizes Performance Matters data base to monitor early warning system. This is monitored on a monthly basis by our assistant principal. Data is shared during Data meetings with teachers.

2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2015-16 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2016-17:

- The number of students by grade level that exhibit each early warning indicator listed above.

Fill in BLANKS with data from 2015-16 School Year - Number of Students														
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance <90	10	18	15	10	18	11	13	N/A	N/A	N/A	N/A	N/A	N/A	95
1 or more ISS or OSS	0	0	0	1	0	0	1							2
Level 1 in ELA or Math	0	0	0	3	11	14	8							36
Course Failure in ELA or Math							0							0
Students exhibiting 2 or more indicators	0	0	0	3	6	5	6							20

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

Retained students are monitored along with the lowest 25% group of students and students with attendance at the 90%. We also monitor students that are failing any subject areas and students with in school or out of school suspensions. Meetings will be scheduled with parents of these students throughout the year via IPST meetings or parent conferences. Teachers will review data to diagnose areas of weakness. A PMP will be generated to assist in documenting progress. The MTSS process will be followed with progress monitoring data that supports interventions. Our retained students and students working below grade level are offered additional support in intervention groups, as well as in our Academic Support Program. In addition, during the 2016-2017 school year, we will continue to utilize the I-station program to assist teachers in providing researched-based intervention strategies and collect progress monitoring data to effectively support students in grades VPK-2 grades. We will continue to offer support to students in grades 3-6 who scores level 1 in ELA, math and science or who are performing below grade level.

Our goal for the 2016-2017 school year is to maintain above the 95% in attendance rate. Tardiness continues to be an area of concern at Sea Park. To address the excessive absences and tardy issues, we will continue our attendance incentive program to recognize the classes that have the lowest percent of absenteeism and tardiness each nine week period. We will also follow the district policy that states: After five unexcused absences within a 30 day period, the attendance clerk will report to the guidance counselor and an attendance meeting will be scheduled with the Individual Problem Solving Team (IPST) and parents/guardian. Special awards will be given to students at our semester award ceremony for excellent attendance. We will monitor attendance via Performance Matters Program.

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

STUDENT TRANSITION AND READINESS

1. PreK-12 TRANSITION This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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

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

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

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