# Brevard Public Schools
# School Improvement Plan
# 2016 - 2017

### Name of School:

Atlantis Elementary School

### Asst. Supt. of Leading and Learning:

Jane Cline

### Principal:

Cynthia Adams

### SAC Chairperson:

Karla Smith

## Superintendent: Dr. Desmond Blackburn

**Mission Statement:**

To meet the individual educational and social needs of all students through high expectations; therefore, promoting citizens of character and life-long learners in a positive and safe environment.

**Vision Statement:**

Working together to launch life-long learners with excellence as our standard.

**Stakeholder Involvement in School Improvement Planning:**

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

Our stakeholders are involved in the development, review, and communication of our SIP in the following ways:
- Soliciting input from faculty/student/parent surveys
- Sharing data with staff/parents and asking for input
- Sharing draft of SIP with staff/parents and asking for feedback
- Informing of SIP goals at curriculum nights, SAC meetings, newsletter
- Goals and objectives reviewed consistently with faculty & SAC to make sure school is on target
- Share data with teachers and reflect on where we are, where we want to go, and how will we get there

# 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?

In reviewing our EDI Insight survey (Jan.2016) the following results are identified:

- Our Instructional Culture Index increased from 7.4 to 8.3 (comparing results from previous year to current year)
- School Operations rated 8.3 (above the national district average)
- Leadership rated 8.3 (increase from previous year & above the national district average)
- Peer Culture rated 8.0  (increase from previous year & above the national district average)

In reviewing our BPIE (Spring 2016) the following results are identified:

- School analyzes data to identify barriers and initiate improvement steps that increase the number of students in general education.
- Administrators communicate expectations for all personnel to share responsibility for all students.
- Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.
- There is a school-wide approach to facilitate positive, interdependent relationships, and social responsibility among all students.

In reviewing our SIP Instructional Pre-Survey 9/19/16 (Qualitative) completed by instructional staff, the following results are identified.

| Statement | Never | Sometimes | Most of the Time | Always |
|---|---|---|---|---|
| 1)I plan collaboratively with my grade level team. | 0% | 46% | 43% | 11% |
| 2)I plan the assessment and assignment from learning goals, then I plan the lesson instruction. (planning with the end in mind) | 0% | 18% | 58% | 21% |
| 3)Standards-based assignment/ assessment is determined before teaching and learning occurs. | 0% | 29% | 53% | 18% |
| 4)My <u>lessons</u> reflect the rigor and complexity of the standards. | 0% | 34% | 55% | 11% |
| 5)My <u>assignments</u> reflect the rigor and complexity of the standards. | 0% | 47% | 47% | 5% |
| 6)My <u>assessments</u> reflect the rigor and complexity of the standards. | 0% | 34% | 53% | 13% |

What are the concerns with professional practices and how are they revealed with data?

In reviewing our EDI Insight survey (Jan 2016) the following results are identified:
- Professional Development rated 7.2 (a slight decrease from the previous year & below the national district average/ our furtherest score from the top-quartile schools)
- 60% of our teachers strongly agree/agree that "Professional development opportunities at my school include demonstrations of what effective teaching of rigorous content looks like in practice."
- 63% of our teachers strongly agree/agree that "I am satisfied with the support I receive at my school for instructional planning."

As a result of this data, instructional staff will assist in identifying, planning, and presenting teacher-led professional development throughout the school year; particularly PD focused on moving from partially to fully teaching to the intent of the standard.

In reviewing our BPIE (Spring 2016) the following results are identified:
- Elective education teachers have regular opportunities to consult with special education teachers.
- All paraprofessionals receive professional development on ways to support students with disabilities in general education.

As a result of this data, time is provided for elective teachers to consult with special education teachers on early release Wednesdays.  We have also structured a portion of our PD opportuntiies to include paraprofessionals.

What are the areas of successful student achievements and what data shows evidence of improvements?

## 2015-2016
## Running Records K-2 End of Year OGL/BGL
## # of Students

| Grade | Meets Criterion | Doesn't Meet Criterion | Criteria |
|---|---|---|---|
| K | 67 | 17 | L4 instructional |
| 1st | 55 | 11 | L18 instructional |
| 2nd | 69 | 8 | L30 instructional |

## 2015-2016
## FAIR-FS Probability of Literacy Success AP3

| | % Green | % Yellow | % Red |
|---|---|---|---|
| 3rd grade | 54 | 42 | 4 |
| 4th grade | 41 | 52 | 7 |
| 5th grade | 62 | 38 | 0 |
| 6th grade | 27 | 62 | 11 |

<div align="center">

2016 FSA data is our baseline year, our beginning
2016 Demographics:  22% Minority, 58% FR (Feb FTE), 21% ESE

</div>

| | ELA ACH | ELA LG | ELA LG Lowest 25% | Math ACH | Math LG | Math LG Lowest 25% | Science ACH | % of Total Points |
|------|------|------|------|------|------|------|------|------|
| 2015 | 59 | | | 63 | | | 56 | 59 (B) |
| 2016 | 57 | 51 | 39 | 65 | 65 | 59 | 79 | 59 (B) |

ELA:  39% of our ESE students reached levels 3-5 (22/56 students) while 69% of our regular ed students reached levels 3-5(167/242 students).  50% of our FRL students reached levels 3-5 (61/122 students) while 73% of our non FRL students reached levels 3-5(128/176students).

Math:  63% of our ESE students reached levels 3-5 (35/56 students) while 74% of our regular ed students reached levels 3-5(179/242 students).  52% of our FRL students reached levels 3-5 (63/122 students) while 79% of our non FRL students reached levels 3-5(137/176 students)

What are the concerns with student achievements and how are they revealed to the data?

1. Achievement Gaps exist within our students with disabilities and free/reduced lunch compared to those that do not fall within those categories in both ELA and math.
2. Low Overall Proficiency (80%-) which may indicate that our focus may need to increase our core instruction (tier 1).
3. We have a need for leading data, such as common assessments throughout the school year.
4. After administration visited classrooms in Fall 2016, with a focus on identifying standards-based instruction settings, we discovered a sampling of 7 out of 10 classrooms exhibited standards-based instruction.

**Analysis of Current Practices:**

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

- Working collaboratively within a Professional Learning Community for our students
- Having a Growth Mindset
- Continuous Implementation of PBiS
- Writing Across the Curriculum
- Creating a student-centered learning environment
- Implementing high yield strategies

*FINAL 5.25.16*

**Best Practice:**

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

**Research regarding Standards-based Instruction**
Comprehensive standards-based practices involve more than knowing state and district standards, posting standards, learning goals, or objectives in a classroom; referencing standards in lessons or units; "covering" a curriculum; or following a textbook.  Rather, it means consistently teaching with activities, lessons, and units specifically designed to ensure every child learns the grade-level expectations that lead to mastery of the standards.  The goal should be to enhance teacher delivery of a standards-based education for every child, in every classroom, every day.  (Lesson reflects full intent of grade-level content standard) (Dufour and Eaker, 2006)

If we do not have clearly defined expectations or a common vision, our core instruction is compromised. Best Classroom instruction (Tier 1) is critical to improving student achievement.   Without commitment to ensuring every student is afforded the opportunity to learn at high levels – through effective standards-based classroom instruction – supplemental interventions, programs, or placements will not be able to make up for and should not supplant less-than-effective classroom instruction. (Marzano)

When planning, always start with the end in mind. (Max Thompson)
- Identify the grade level content standards that will determine the learning goals for the lesson.
- Identify grade level reading, writing, and other literacy standards, plus higher order thinking strategies to integrate with the learning goals.
- Plan the assessment and assignment from learning goals, then plan lesson instruction.
- Plan lesson instruction and formative assessment activities that enable students to successfully complete the assignment and assessment.

**Research regarding Instruction for Students who Qualify for Free/Reducaed Lunch**
According to the research within the United States Government Accountability Office Report to Congressional Committees:  Student Achievement Schools Use Muliple Strategies to Help Students Meet Academic Standards, Especially Schools with Higher Proportions of Low-income and Minority Students the three most common strategies were: (1) using student achievement data to inform instruction and school improvement; (2) providing additional instruction to low-achieving students; and (3) aligning curriculum and instruction with standards and/or assessments.  This study also mentioned:  cooperative learning, differentiated instruction, and promoting effective discourse.

**Research regarding Inclusive Instruction**
According to the Florida Inclsuion Network, inclusion is all students learning together in the general education setting with appropriate services and support.  It is a culture of belonging, equality, and individual worth; where highly-effective instruction is provided in a collaborative and integrated setting.

According to PBS.org, in inclusive classrooms, children with and without disabilities are expected to learn to read, write and do math. With higher expectations and good instruction children with disabilities learn academic skills.  Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a nurturing learning environment.  When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together.

The article Best Practices in Planning Interventions for Students With Reading Problems (Laurice Jospeh) shared that the majority of students who are referred for academic concerns and/or have been identified as having a specific learning disability have difficulties in the area of reading.

The best way to target appropriate interventions for children with reading problems is to conduct assessments that lead to appropriate data-based decision-making and problem-solving activities. Assessments that provide information directly linked to intervention design should be used with children who have been referred for having reading difficulties (often times are students within an exceptional education program and qualify for free/reduced lunch). Best practices include:

- Collaborative team model
- Scaffolding
- Shaping
- Connecting to prior knowledge
- Constructing meaning
- Motivating students

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

Increase alignment between student tasks and expectations of the standards.

**Strategies:** Small number of action oriented staff performance objectives.

| Barrier | Action Steps to Overcome Barrier | Person Responsible | Timetable | Budget | In-Process Measure |
|---|---|---|---|---|---|
| Standards-Based Instruction | 1. Data review 2. Vertical team discussions 3. Gather needed resources 4. Standards-based assignments/activities /assessments 5. Align PD to support our focus 6. Instructional staff to observe each other 7. Instructional staff and administration provide feedback to instructional staff | Instructional Staff & Administration | Summer, beginning of year, quarterly<br><br>Weekly focus | $3000 Write Source; $637.38 SAC Common Companion; Florida Ready $1487.20 donations; $2500 PTO Standards-based materials/reading resources | PLC meetings; PD Wednesdays<br><br>observational data/classroom walk through<br><br>formative/ common assessments<br><br>Teacher Professional Growth Plans & Administrative Deliberate Practice |

# 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.

1. We would like to see an increase in the percentages of teachers answering Most of the Time / Always in our qualitative survey data.

2. We would like to see growth (70% or more) in the percentage of our teachers who select agree/strongly agree when answering these two statements on the EDI survey:
   A. "Professional development opportunities at my school include demonstrations of what effective teaching of rigorous content looks like in practice."
   B. "I am satisfied with the support I receive at my school for instructional planning."

3. Observational Classroom Data:  End of Year Goal sampling 10 of 10 classrooms exhibit standards-based instruction

**Qualitative and Quantitative Student Achievement Expectations:** Measures student achievement.

<div align="center">

2016-2017
Running Records K-2 End of Year OGL/BGL

</div>

| Grade | Meets Criterion | Criteria |
|---|---|---|
| K | 80% | L4 instructional |
| 1st | 85% | L18 instructional |
| 2nd | 88% | L30 instructional |

<div align="center">

2016-2017
FAIR-FS Probability of Literacy Success AP3 EOY Goals

</div>

| | % Green |
|---|---|
| 3rd grade | 60 |
| 4th grade | 60 |
| 5th grade | 50 |
| 6th grade | 65 |

<div align="center">

2016-2017 FSA Goals

</div>

| | ELA ACH | ELA LG | ELA LG Lowest 25% | Math ACH | Math LG | Math LG Lowest 25% | Science ACH | % of Total Points |
|---|---|---|---|---|---|---|---|---|
| 2015 | 59 | | | 63 | | | 56 | 59 (B) |
| 2016 | 57 | 51 | 39 | 65 | 65 | 59 | 79 | 59 (B) |
| 2017 | 60 | 60 | 50 | 70 | 70 | 70 | 80 | 66(A) |

# 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.

The Multi-Tiered System of Support at Atlantis Elementary has been conceptualized as a process of goal setting, functional assessment, plan design, implementation and evaluation. The process involves data based problem-solving that integrates academic and behavioral instruction with interventions. Instructions and interventions are provided to students at varying levels (Tiers 1-3) based on need. Timelines are established and readjusted as deemed necessary by the MTSS Team which includes parents, teachers, school psychologist, counselor, staffing specialist and support staff by frequent updates of student progress. Data sources and management systems that are used for the purpose of accessing, analyzing, and monitoring are provided by consultation with the school psychologist, literacy coach, and behavior analyst.

The members of the MTSS team met during the 2015-2016 school year on Mondays and occasionally on Fridays. The number of meetings increased to 141 for the year which resulted in 21 referrals to the Psychological Services Office, gifted included. To date, 14 of the students referred have been evaluated and staffed into programs. 7 are open and considered active/in-progress evaluations.

The ultimate goal of MTSS is early identification of academic or behavior concerns.

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.

Atlantis Elementary's MTSS / IPST Process

Step 1: *Provide Tier 1 Instruction*
*   Data Team Meetings
*   Common Core Standards
*   Whole Class Instruction
*   Class Rules/Guidelines with PBS Components
*   Differentiated Instruction
*   BEST Practices
*   District & State Assessments
*   FAIR

Step 2: *Administer Diagnostic Assessments*
*   Specific Skill Deficits Determined (PASI, PSI, ORF)
*   Behavioral Assessment

Step 3: *Data Team Meetings*
- Problem Solve Based on Data
- Begin Documentation
- Develop Supplemental Tier 2 Intervention Groups
  (Length determined by team)
- Determine Focus and Setting of Intervention Groups
- Document Supplemental Tier 2 Interventions & Monitor on IPST Form 7

Step 4: *Deficits Continue*
        *DEVELOP /* COMPLETE:
- Individual Folders
- IPST Form 1
- IPST Form 2
- IPST Form 3

Step 5: *Data Team Determination:*
- Continue
- Stop
- Add Additional/Change Supplemental Tier 2 Intervention
- Intensify

Step 6: Request MTSS Meeting
        Probability of Tier 3 Intensive Intervention

Step 7: Bring To The Meeting:
- Report Cards
- Intervention Log
- Progress Monitoring Data
- Performance Matters Data or Data Long Form
- Formative Assessments
- Curriculum Based Assessments
- Cumulative File

**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?
Utilizing the ASSIST parent surveys from last school year:
Parents see our strengths as a safe, positive culture where we place students, character education, and academic growth as priorities. Our entire staff, especially our teachers, are kind, friendly, and helpful. Communication between home and school is strong and parents feel welcomed to be involved at school. Sustain results by continuing to nurture the school, home, community outreach and collaboration.

What are areas of weaknesses and how are they being addressed?
Utilizing the ASSIST parent surveys from last school year:
Parents are concerned with the lack of updated technology we offer, that we have an open campus and would like to see increased security measures, they have questions/suggestions about our cafeteria operations, and would like increased communication.

Our district is currently assisting our school with an infrastructure upgrade which should be completed by January 2017.  We are also on the list to receive interior fencing over the next 1-2 years.
We have already collaborated with our District Security Office and Brevard County Sherriff's Department to conduct site visits during emergency drills and arrival/dismissal time.

We will include information about our cafeteria in our school newsletters.

**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: Attendance is monitored daily by teachers. Attendance is monitored monthly by our guidance counselor and assistant principal. Academic progress is monitored monthly within common grade level planning times. Behaviors are monitored monthly by school-level PBS team.
    >
    > Add any additional EWS indicators here: Retentions

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.

| Grade Level | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|---|---|---|---|---|---|---|---|---|
| Attendance <90 | 36 | 25 | 31 | 35 | 23 | 24 | 23 | 197 |
| 1 or more ISS or OSS | 2 | 2 | 6 | 4 | 2 | 0 | 8 | 24 |
| Level 1 in ELA or Math | NA | NA | NA | 26 | 22 | 14 | 18 | 80 |
| Retained | 8 | 8 | 3 | 4 | 1 | 0 | 0 | 24 |
| Students exhibiting 2 or more indicators | 4 | 5 | 3 | 6 | 7 | 7 | 9 | 41 |

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).

| Academic Intervention | Behavior Intervention | Attendance Intervention |
|---|---|---|
| ASP | Behavior Intervention Plan | CST Attendance Parent Mtg |
| Walk to Intervention | Functional Behavior Assessment | Guidance Counselor |
| MTSS | MTSS | Parent Letters |
| Data Team Meetings | PBS (Tier 1 and 2) | |
| | Mentoring | |

We will use funding for our Academic Support Program (ASP) to support struggling students, with priority being at third grade reading. Third grade students struggling in math and other grade level students will receive support in reading and/or math, as funding allows.

# 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.

Each Spring, we host an event called Kindergarten Round Up for students who will enter kindergarten in the Fall. The event includes prospective kindergarten students and their families to observe current kindergarten students perform songs and welcome them to our school.  Our kindergarten teachers greet and them share information about the daily routines and schedule, what to expect in kindergarten and ways they can help their child prepare for kindergarten over the school.  We take them on a tour of the kindergarten classrooms and our school.  We also host a question and answer session.  Over the summer, our kindergarten teachers, activity teachers, and PTO members organize an event called Taste of Kindergarten.  Students attend without their parents and allows for the transition process to begin.  At a separate time, our kindergarten teachers meet and assess each kindergarten student before the start of the school year.  From the information gained during these visits, we intentionally build our class rosters to reflect balanced classrooms with special consideration of our inclusive classrooms.

Sixth grade is the only grade at Atlantis which is departmentalized.  This "switching of classes" allows our sixth graders to experience having more than one teacher with whom to interact, hopefully helping to ease the transition of having several teachers during the day.  Sixth graders are expected to be responsible for correct dress code adherence, remembering to carry needed supplies and completing work and homework in a timely manner, all things which will be expected of them in the following middle school year.

The sixth grade end of year awards assembly is done in a fashion notably more middle school like.  The occasion is much more formal than other awards ceremonies.  Students receive recognition of their completion of the elementary sequence.  End of the year activities are more numerous and culminating for our sixth graders, including the tradition of yearbook signing.

Sixth graders are visited by a representative of Space Coast Middle School, who provides an overview of the general program and school.  The representative answers any questions the sixth grade students may have.  Students are given course paperwork that they complete with their parents and this paperwork is sent to Space Coast Middle to prepare schedules including student chosen electives.  We encourage all students to attend the summer Saturday orientation that Space Coast offers for incoming seventh graders.

In addition, students who receive ESE services have a special meeting toward the end of the year involving both schools, to plan for specific needs.

Our school district educates 6th grade students at the elementary level, and this is different than most counties in our state and other states.  We would like to give special attention to any students enrolling in our school who is transferring as a 6th grader from a middle school placement back to an elementary placement by taking them on a tour, introducing them to a peer leader, and showcasing our afterschool clubs for their participation.