

Brevard Public Schools School Improvement Plan 2018 -2019

Superintendent:

Dr. Mark Mullins

Asst. Supt. of Leading and Learning:

K. Jane Cline

Principal Supervisor:

Marilyn Sylvester

Name of School:

Coquina Elementary School

Principal:

Blair Lovelace

SAC Chairperson:

Carissa Stanton

School Grade History	2017-18: C	2016-17: D	2015-16: C
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Connections to District Strategic Plan

- Obj.L1. Protect instructional time
- Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4: Provide equitable support for every student’s social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices
- Obj.R3 Increase system-wide proactive communications

Mission Statement:

It is the mission of the Coquina Elementary School community to develop students that are thinkers, problem-solvers and communicators. All will work to ensure maximum achievement in all academic areas for every student while providing structures to support social-emotional growth.

Vision Statement:

The Coquina Elementary School staff strives to be a collaborative, professional learning community that supports continuous student achievement.

Stakeholder Involvement in School Improvement Planning:

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

Stakeholders are involved in the development, review, communication and evaluation of the school improvement process. Input is gathered through parent and staff surveys, exit tickets for Title I meetings, School Advisory Committee (SAC) minutes, and community stakeholder meetings. The Leadership Team meets to review collected data to determine priorities to align school data with Brevard Public Schools initiatives. All prioritized

school goals are vetted through scheduled faculty meetings, parent meetings, SAC meetings and community meetings to conduct a comprehensive review of targeted decisions. Data is collected to assess strategies, adjust to barriers and revisit action steps.

Brevard Public Schools School Improvement Plan 2018-2019

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 what data shows evidence of opportunities for growth?

Coquina Elementary increased in six of seven reporting categories in student achievement as measured by the Florida Standards Assessments (FSA) and FCAT 2.0. However, a decrease of students reading on grade level shows a concern of the alignment of educational materials and practices. Data also indicates not all grade levels indicated the same growth rates. Focus on consistent school wide aligned curriculum resources and practices will affect all grade levels.

FSA English Language Arts and Mathematics

ELA	2015	2016	2017	2018
Grade 3	38	42	51	38
Grade 4	40	31	37	38
Grade 5	41	38	36	49
Grade 6	51	51	51	39
Average 3+	42	43	44	40
Learning Gains		45	47	49
Lowest 25%		32	32	44
Math				
Grade 3	29	31	39	35
Grade 4	38	33	32	31
Grade 5	37	38	15	48
Grade 6	60	45	45	49
Average 3+	39	39	33	43
Learning Gains		50	37	59
Lowest 25%		44	31	36

FCAT 2.0 Science

Science	2015	2016	2017	2018
Grade 5	43	34	42	51

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

What are the concerns with student achievement? Specify subgroups that represent concerns. Provide data to support concerns.

Increased focus on teachers and students monitoring Lexile growth and progress monitoring through the Scholastic Reading Inventory and Reading Counts provided targets to improve overall reading in grades 2nd-6th. However, a significant gap indicates that student's ability to read on grade level text based on Lexile Rate indicate a need for a core foundational skill curriculum in grades K-3 and supported intervention program to close the gaps of struggling readers.

QLA Data for grade 1 and 2 End of Year Data- May 2018

QLA	OGL	Learning Gains	Lowest 25%
Grade 2	45	40	46
Grade 1	62	52	11

Lexile Data Correlated to End of Year Data -May 2018

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
BR-49		16	8	6	6	0
50-149		2	2	2	0	2
150-249		6	2	3	0	0
250-349		11	10	4	0	2
350-449		6	3	8	2	1
450-549		13	12	11	4	4
550-649		4	6	12	4	3
650-749		4	8	10	6	8
750-849		1	6	8	20	14
850-949		0	4	7	17	14
950+		0	2	10	19	26
% OGL		12%	31%	30%	46%	35%

Lexile Data Correlated to End Of Year Expectation September 2018

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
BR-249		35	31	3	5	3
250-349		7	8	0	3	0
350-449		5	8	11	5	1
450-549		2	10	11	5	4
550-649		2	6	8	9	1
650-749		0	10	2	14	12
750-849		0		11	15	11
850-949		0			8	17
950+		0			14	23
% OGL		5%	13%	19%	28%	31%

Iready Data Correlated to Standard View On Grade Level- September 2018

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
%OGL ELA	9%	14%	44%	27%	26%	32%	
% OGL Math	8%	6%	13%	21%	15%	30%	

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

Data indicates measures taken in 2017-18 school year provided growth in Science and Mathematics and need to be continued and all grade levels implementing Eureka Math Curriculum. Data indicates more supportive goals to implement Florida Standards aligned instruction and professional development in English Language Arts best practices.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Resources developed by BPS district committees, Standards Focus Documents, Eureka, ATUs, Big Ideas, Science and Social Studies pacing and sequence guides, are provided to all teachers to ensure understanding of what is expected and timeline of delivery. All supplemental programs are researched based to target specific areas of concern. Students participate in diagnostic assessments in grades K-6 (KLS and math inventories, and iready Reading and Math). Progress monitoring assessments (SRI, iready instruction, Eureka Module Assessments and Write Score) are used to monitor growth and make adjustments to instruction.

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

We will collaborate and implement lessons that meet the full intent of the Florida Standards in English Language Arts, Mathematics and Science.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
All teachers utilizing district curriculum resources to provide instruction.	1.Ensure all teachers have curriculum guides 2. Curriculum meetings for ELA and Mathematics 3.Teachers will plan and implement lessons that align to	Kim Harris/AP All Teachers Belinda Witters/Literacy Coach Erica Worthington/Math	August 2018 Monthly	Inventories/ Checklist Agendas and meeting minutes Class room walk thrus and feedback chats

	Florida Standards 4. Teachers will use diagnostic data from iReady to provide differentiated instructional groups	Coach		I-Ready diagnostic and Growth Monitoring Reports
All teachers understanding demand and rigor of Florida Standards	<ol style="list-style-type: none"> Utilize IPG document in classroom visits Provide targeted / differentiated professional development to teachers based on classroom observations Provide professional development for teachers to determine Lexile bands and plan instruction Teachers will plan and implement lessons that meet the rigor and demand of Florida Standards 	Blair Lovelace/Principal Kim Harris/ AP Belinda Witter/Literacy Coach Erica Worthington/ Math Coach	September 2018-May 2019	Notes from observations and scheduled feedback discussions Informal evaluations PD Agendas Teacher lesson plans IPG Feedback Documentation

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

We will collaborate and implement research based strategies to provide intervention to students performing below grade level expectations.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Clear understanding of MTSS Process	1. Provide training on MTSS processes	Kim Harris/AP	August 2018	Agenda/Sign in
	2. Schedule Monthly Meetings on master	Blair Lovelace/Principal		Year-long calendar

	calendar for MTSS meetings 3.Hire MTSS Interventionist and IAs to support school wide processes	Blair Lovelace/Principal		Positions hired Iready growth monitoring reports for lowest 25%
Systematic resource guides for targeted intervention	1. Provide guides and resources for targeted intervention	Blair Lovelace/Principal Belinda Witters/Literacy Coach Erica Worthington/Math Coach	August –September 2018	List of researched-based Tier 2 and 3 resources for instruction Check out log for materials
All staff implementing differentiated instruction based diagnostic data	1.Provide professional development (95% Group, i-Ready, Scholastic Reading Inventory) 2.Teachers will plan and provide targeted interventions based on diagnostic and progress monitoring data	Blair Lovelace/Principal All staff	August 2018-May 2019	Diagnostic and progress monitoring data will indicate learning gains. Summative assessments will indicate learning gains for all students.
All staff understanding Least Restrictive Environment and how to serve all students	1.Review BPIE with team 2. Target specific actions to implement school-wide	Rodrick Lawson/TOA Heather Stretar/ESE resource teacher	October 2018-May 2019	Minutes from collaborative team meetings. Increase LRE percentage for 2018-19 school year.

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

We will collaborate and implement strategies to support student’s social-emotional health and increase their ability to persevere through mental and physical demands.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Environmental expectations not consistent based on	1.Consistent expectations for all students	All staff member with support from Blair Lovelace	August 2018-May 2019	Discipline Referral Data-PBIS Tracking

Insight survey data (Learning Environment and Peer Culture) and referral data.	2.Consistent rewards for all students 3.Consistent consequences for all students	Kim Harris Rodrick Lawson Carissa Stanton		PBIS rewards data Insight Survey Data
All staff understanding intervention cycle and progress monitoring and Positive Behavior Supports	1.Provide training on interventions versus incident tracking 2.Build consensus on systematic processes and procedures for PBIS	Rodrick Lawson/TOA Carissa Stanton/MTSS Interventionist	August 2018 Ongoing progress monitoring	Forms and data collection will be implemented and submitted correctly. Processes and Procedures PBIS guide Student behavior data –PBIS Tracking
All staff understanding “restorative practices” that are proactive and responsive for strengthening relationships	1.Identify restorative practice leadership team. 2. Attend district training 3.Provide professional development for all staff members 4. Provide feedback and support during implementation.	Blair Lovelace/Principal Carissa Stanton Lynne Padula Tonya Anderson Emily Schelemon	August 2018- May 2019	Agenda for PD Decrease in discipline referrals Increase in positive ratings on Insight Survey and Student Surveys Increase in parent survey responses and increase on parent survey Likert scale
Student attendance and tardiness	1.Implement PE 2 first 30 minutes of day for grades 3-5 2.MTSS calls to parents of habitual absences and tardies. 3.Follow district truancy policies. 4. Provide rewards for attendance	Kim Harris/Assistant Principal PBIS Leadership Team	August 2018-May 2019	Decrease in absences and tardies on AS400 reports. Increase in student attendance rates.
Facilities to promote health and well-being through physical activities	1.Implement grades 3-5 incentive program for fitness 2. Provide resources for fitness program	LaDonna Hanks All 3-5grade teachers	August 2018-May 2018	Improvement tracked on monthly fitness data collected.

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 as a result of school improvement planning.

Qualitative:

1. Teacher Insight Survey will show an increase in Learning Environment and Peer Culture
2. Classroom observation data through IPG
3. Parent Survey will show an increase in extremely well/frequently in the following areas:
 - Frequency of communication with the teacher
 - School leadership foster environment to improve student achievement

Quantitative: Show baseline data and goals set for the end of the year.

Show increase in student attendance and drop in absences and tardiness.

Show decrease in student discipline data indicating need for suspension.

	2017-2018	Targeted Goal 2018-19
Daily Attendance less than 90%		
Grades K-2	56%	40%
Grades 3-6	42%	30%
One or more ISS or OSS	20187-18	Targeted Goal 2018-19
Grade K-2	1%	0%
Grade 3-6	10%	5%

Qualitative and Quantitative Student Achievement Outcomes:

Qualitative:

Student survey data will indicate positive ratings in:

- My school is a good place to learn.
- My teachers provide me with the support I need to achieve academically.
- My classroom is a safe and supportive environment.
- I feel my teachers and classmates care about me.

Quantitative:

FSA English Language Arts and Mathematics

ELA	2017	2018	2019
Grade 3	51	38	52
Grade 4	37	38	52
Grade 5	36	49	52
Grade 6	51	39	64
Average 3+	44	40	55
Learning Gains	47	49	59
Lowest 25%	32	44	54

Math			
Grade 3	39	35	50
Grade 4	32	31	50
Grade 5	15	48	50
Grade 6	45	49	63
Average 3+	33	43	53
Learning Gains	37	59	69
Lowest 25%	31	36	50

Science OGL 42 51 54

SCHOOL GRADE= 56 (B)

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 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.

MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.

1. Describe your school's data-based problem-solving process and school-based structures in place to address MTSS implementation.

Coquina Elementary School uses intervention strategies from the Multi-Tiered System of Support (MTSS) and Response to Intervention (RtI). Students in Tier 1 receive differentiated instruction from teachers during the 90 minute reading block. Teachers are responsible for analyzing data and determine the skills that need to be covered based on results of the i-Ready Diagnostic and/ or weekly/bi-weekly assessments.

Administrators will monitor assessment data and conduct data chats to evaluate progress towards goals monthly, after the administration of the i-Ready diagnostic exam. Principal, Assistant principal and/or reading/math coach, Intervention Specialist will ensure students in need of intervention are receiving appropriate supplemental Tier 2 intervention. The MTSS Leadership Team at Coquina Elementary will use the Tier 1 Problem Solving process to set Tier 1 goals and monitor academic and behavioral data to evaluate progress towards those goals monthly. The team will hold regular meetings to discuss students' response to intervention. The team will use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

Students in Tier 2 will receive additional interventions because they have not met proficiency. Supplemental instruction and interventions are provided in addition to the support from Tier 1. The interventions include an additional 30 minutes of daily instruction in Reading either by pull-out or push-in models. The 95% Group program will be utilized on a daily basis for students needing Phonological, Phonemic or Vocabulary Support Monthly evaluation/review of Ongoing Progress Monitoring (OPM) data of intervention groups and individual students will be monitored by the MTSS Leadership team.

Students in Tier 3 will receive additional interventions because they have not met proficiency in Tiers 1 and 2. In addition to the support provided in Tiers 1 and 2, these students will receive an additional 30 to 45 minutes of skill-focused reading intervention on a weekly basis. Supplemental materials utilized may vary based on individual students' need. If students in Tier 3 do not meet expected progress, the IPST team will meet to determine the next step for the student. This could be revising the intervention or recommending the child for an evaluation

2. List below who monitors the Early Warning System and how often.
MTSS Leadership Team will meet monthly to monitor Early Warning System.

The team consists of:

Blair Lovelace/Principal

Kim Harris/AP

Rodrick Lawson/TOA

Carissa Stanton/Intervention Specialist

Belinda Witters/Literacy Coach

Erica Worthington/ Math Coach

Dawn Hoffman/MTSS Instructional Assistant

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 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 2018-19:

Fill in BLANKS with data from 2017-18 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	9	44	26	34	22	29	29	193
1 or more ISS or OSS	1	1	0	5	1	10	6	24
Level 1 in ELA or Math				8	18	32	27	85
Substantial Reading Deficiency	3	16	10					29
2 or more indicators	1	2	7	17	4	11	11	53

4. 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).
- Phonemic Awareness, Phonics, Vocabulary – Small group 95% Group
 - LLI to all Tier 2 students with more than one indicator on iready diagnostic
 - Barton System- Tier 3 students
 - Small invention groups with iready data
 - Social Emotional workshops to focus on character, perseverance and work habits

PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent and Family Engagement Plan](#) to meet the requirements of this section.

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?

Best practices- Title I family nights with activities to support learning. We will continue Title I family nights with academic focus with quarterly meetings. In addition, Coquina has created business partnerships to facilitate Open House/Spaghetti Dinner night, and additional nights to build community.

Weakness from parent survey indicates a need to communicate more often and parental participation.

Coquina has implemented volunteer meetings and communication on ways to volunteer along with BPS procedures.

STUDENT TRANSITION AND READINESS

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. (e.g. incoming kindergartners, outgoing 6th graders)

PreK to Kindergarten- Coquina contacts all local preschools within the school zone and shares Kindergarten Round Up Information and registration processes and procedures. Coquina also works with Head Start to promote smooth transitions into kindergarten.

Sixth to Middle School- Coquina partners with Feeder chain schools to support localized efforts. Planned visits to Jackson are scheduled in February and March along with contact with guidance counselors.