

Brevard County Public Schools School Improvement Plan 2011-2012

Name of School

Suntree Elementary

Area

Central

Principal

Mecheall Giombetti

Area Superintendent

Sandra Demmon

SAC Chairperson

Jennifer Raley

Superintendent
Dr. Brian Binggeli

VISION

The vision of Suntree Elementary School is building a foundation for the future of our nation.

MISSION

The mission of Suntree Elementary School is to promote excellence and inspire young minds to reach full potential.

Brevard County Public Schools School Improvement Plan 2011-2012

SECTION I

School Wide Improvement Model

Describe the evidence based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Suntree Elementary will continue with our current practice of utilizing the Response to Intervention Model with Tier 2 and Tier 3 students. Our current goals focus on the continued implementation of brain-based instructional strategies, such as Kagan/Marzano Instructional Strategies, for increased student engagement and development of 21st Century Learning Skills. Suntree Elementary has begun to implement the environmental and cultural elements of the Highly Effective Teaching model (H.E.T.) through the establishment of schoolwide procedures, common language, and creating a brain compatible environment for learning.

Extended Learning Opportunities

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

Academic Support Program

Reading/Mathematics

- How is your ASP program addressing students in priority groups?
 1. Level 1 on FCAT (3rd grade is first priority)
 2. Lowest 25% in Reading
 3. K-6 students demonstrating deficiencies in reading or mathematics
- When are services being provided for reading/mathematics ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

Science

- How is your ASP addressing students who scored below 300 on Science FCAT or current 5th grade students in need of support?
- When are services being provided for science ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

Before and After School Care

Do students have opportunities to participate in learning activities (free or fee-based) before or after school?

Enrichment Opportunities

Do students have opportunities to participate in clubs?
Do students have opportunities to participate in SES or SOAR?

What other learning opportunities are available outside of the regular school curriculum?

Suntree Elementary students have the opportunity to participate in extended learning opportunities through a variety of programs. These include the Academic Support Program, before and after school care, and enrichment opportunities.

Academic Support Program (ASP)

Eligible students will have opportunities for additional instruction in reading, mathematics, and science. ASP for each subject will be staggered so that students in need of support in multiple areas will have the opportunity to participate. ASP will be offered one to two days a week, after school for one hour for a total of 10 sessions.

Reading ASP

Students scoring Level 1 on the 3rd grade reading FCAT will be the priority. Students in the lowest 25% or who need additional reading support in grades 2-6 will also be a priority group. Small group explicit instruction will be given by certified teachers, focusing on students' areas of need. Materials used for instruction will be selected to address areas of need and will include Comprehensive Assessment of Reading Strategies (CARS), fluency activities, and teacher created materials.

Mathematics ASP

ASP will be offered to 2nd-6th grade students scoring Level 1 or 2 on FCAT, who are in the lowest 25%, or who need additional mathematics support. Small group explicit instruction will be given by certified teachers, focusing on students' areas of need. Materials used for instruction will be selected to address areas of need and will include Comprehensive Assessment of Mathematics Strategies (CAMS), hands-on manipulative based activities, and teacher created material.

Science ASP will be offered 1 day a week after school. Students who are in 5th or 6th grade who scored below 300 on 5th grade Science FCAT will be the priority. Other 5th grade students who need additional support in science will also be eligible. Students will participate in explicit small group instruction and hands-on science activities focusing on instructional priorities, scientific processes, and annually assessed benchmarks. Materials used for instruction will be selected to address areas of need and will include FOSS kits, Tom Snyder Science Court software, Digging into FCAT Science, and teacher created project-based learning activities.

Students have the opportunity to participate in fee-based enrichment activities through our Before and After School Program. These activities include Chess, Golf, All Sports, Hip Hop, Cheerleading, Soccer and Music. Students also have the opportunity to participate in Drama, Chorus, Ensemble, and Orchestra. Students may also participate in free, teacher directed programs such as Lego League, Future Problem Solvers, and Odyssey of the Mind. Additional opportunities include Math Superstars, RAZ Kids, Accelerated Reader, Book Bash, Cam Jansen/American Girl Reading Incentive Programs, Math Bowl, Geography Bowl, Spelling Bee, SUN News Crew, Safety Patrols and Spanish Club.

Suntree students do not qualify to participate in SES due to Suntree's high level of achievement. In order to qualify for SES services Suntree would have to not attain AYP for 2 or more years in a row. 2011 is the first year Suntree has not made AYP. All third grade students scoring Level 1 in Reading were given the opportunity to participate in SOAR. Jump Start was offered to identified, rising second and third graders during

summer 2011 at Suntree.

Reading Intervention Plan & Literacy Leadership Team (LLT)

"All components of the K-12 Reading Plan and statutory requirements for reading intervention will be followed. These components and approved instructional and intervention materials can be found at

https://app1.fldoe.org/Reading_Plans/Narrative/%28S%28saa40o452rdyn3iznykhluv3%29%29/NarrativeList.aspx"

Brevard County Public Schools School Improvement Plan 2011-2012

SECTION II

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification (s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, Lowest 25%), and AYP information along with the associated school year)
Reading	Jessica Webb	Elementary Ed K-6; Masters in Reading Education	Two	Two	Suntree School grade A; Meadowlane School Grade A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Jennifer Allison
 Jessica Webb
 Karla Ritchie-Skinner
 Eileen Ferland
 Jennifer Raley
 Rhonda Ryder
 Marilyn Davis
 Sara Bascle
 Kitt Kane
 Jeannie Staubus
 Mecheall Giombetti
 Chris Reed
 Joan Adamson
 Grade Level Instructional Team Members

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The RtI Leadership Team meets once a month to analyze data; identify needs and develop

strategies and recommendations for remediation and enrichment; to plan and implement strategies and interventions to improve student achievement; and to monitor progress as part of an ongoing cycle to increase student achievement.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem Solving process is used in developing and implementing the SIP?

The RtI Leadership Team works in conjunction with six additional leadership teams to develop plans for school improvement through the continuous improvement (problem solving) process and works in collaboration with the School Advisory Council.

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior

Tier I--

District Benchmark Assessments in all academic areas

FLKRS in Reading, Math and Social/Behavioral grade K

FCAT in Reading, Mathematics, Writing and Science

FAIR in Reading

Running Records in Reading grades K-3

Portfolios in Reading grades 3-6

Classroom Behavior Management Plans

Tier II and III--

PASI in Reading grades K-3 (4-6 as needed)

ERDA

DAR

QRI

FOCUS-- DOE Reading and Math

Teacher Developed Common Formative Assessments

School Behavior Management Plan

KBIT

KTEA

The A3 system will be utilized for Tier I, II and III data management. PMRN will be utilized as the data management system for FAIR data. The District Desktop Data System and Data Dashboard, as well as the AS400 system will be utilized to access data and print reports for analysis.

Describe the plan to train staff on RtI.

Ongoing training and support will be provided by the school based RtI Leadership Team through coaching and mentoring activities.

improvement.

- ✓ 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

&Our analysis of the past five years FCAT data shows that our overall student body continues to show high achievement.

&99% of 4th grade students scored 4.0 and above on FCAT Writing, an increase of 1%.

& 94% of 5th grade students scored Level 3 and above on FCAT Science, an increase of 9%.

& 98% of our student body is performing at a level 3 or above in reading and 95% in math. This is an increase of 2% in Reading and 1% in Math.

&Learning gains in reading had been showing an upward trend and math continues to be more inconsistent. 78% of students made a year's worth of growth in Reading on the 2011 FCAT, a decline of 6% from 2010. 70% of students showed a year's worth of growth in Math on the 2011 FCAT, a decrease of 4% from 2010. The lowest 25% has maintained an 80% or better average in achieving a learning gain. 85% of students in the lowest 25% demonstrated adequate progress. This is a decline of 3% from the previous year. The lowest 25% in math showed a decline dropping 6% from the 2010 to 2011 school years. Only 75% of the lowest 25% of students made adequate progress in math. Students with disabilities excluding Gifted test scores show that 73% of the students achieved a score of 3 or above in reading and 73% in math. This is lower than our total population average of 98% in reading and 95% in math. This also indicates a decline of 8% in Reading and 7% in Math. Suntree did not make AYP for the 2010-2011 school year due to the achievement of students with disabilities in Reading and Math. Overall our gifted student population has maintained test scores in reading and math as evidenced by their Mean Scale Score.

&Learning gains, in general, need to be our focus in both Reading and Math. There also needs to be an additional focus on Math, the lowest 25% and students with disabilities.

&Based on the 2010-2011 FCAT Reporting Categories Data, Suntree will focus on Reading Application and Literary Analysis: Fiction and Nonfiction. In Math we will focus on Reporting Category 1 in all grade levels - 3rd Grade: Number Operations and Statistics; 4th Grade: Number Operations and Problems; 5th Grade-Number: Base 10 and Fractions; 6th Grade: Fractions,

Ratios/Proportional Relationships and Statistics. This is the reporting category where we missed the most points on average across all grade levels.

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Heidi Hayes Jacobs states in Curriculum 21--Essential Education of a Changing World, "As educators, our challenge is to match the needs of our learners to a world that is changing with great rapidity. To meet this challenge, we need to become strategic learners ourselves by deliberately expanding our perspectives and updating our approaches." In Understanding by Design, Wiggins and McTighe ask us to "stop, reflect, and make intelligent choices, to engage in backward design by beginning with the end in mind. They are asking us to be deliberate and forward-thinking as well."

With these thoughts in mind Suntimee has determined that a focus on the research related to the science of teaching and learning, coupled with the development of 21st Century Learning Skills will provide the broad framework within which we will work and grow as professionals, and on which we will establish goals for improvement.

We will utilize the work of Marzano and Kagan to develop our knowledge base of how to increase student engagement levels through cooperative/collaborative work. Our focus for improvement will be on changing how we teach, not what we teach. However, we will base our work on the Next Generation Sunshine State Standards. We will specifically utilize cooperative learning as a foundation for our grade level developed 21st Century Learning Projects. These project-based learning experiences will actively involve students in meaningful ways and incorporate the work of Howard Gardner to address a variety of learning needs. These learning activities will be student-centered, interdisciplinary, address real-world problems and experiences and incorporate creativity -- the highest level of thinking on Bloom's Taxonomy. Additionally, they will require students to utilize technology skills, interpersonal skills, decision making skills, and problem solving skills in their "work place".

To maintain alignment with the district's B.E.S.T. Model (Brevard Strategies for Effective Teaching), Strategic Plan, Operational Beliefs and Operational Expectations, we will pursue formal training in the Susan Kovalik HET (Highly Effective Teaching) Model. There are four HET Learning Principles: 1) Intelligence is a function of experience, 2) Learning is an inseparable partnership between the brain and body, 3) There are multiple intelligences and 4) Learning is a two-step process. The HET Model builds upon Howard Gardner's definition of intelligence that can be found in Frames of Mind: Theory of Multiple Intelligences, in which Gardner defines intelligence as being, "A problem-solving and/or product-producing capability." This model takes brain

research from theory to practice. It encompasses creating a body/brain compatible teaching and learning environment; the use of brain compatible teaching and learning strategies; and the use of meaningful content within an integrated curriculum that is anchored in real-life experiences. John Ratey states in A User's Guide to the Brain: Perception, Attention and the Four Theaters of the Brain that, "Experiences, thoughts, actions and emotions actually change the structure of our brains." Through the implementation and use of the four HET Learning Principles, we will not only be increasing student knowledge and achievement, we will be creating new patterns and structures within our students to become lifelong learners and citizens of tomorrow.

Analysis of Current Practice:

(How do we currently conduct business?)

1. Students are currently clustered for both remedial and enrichment needs. Attention to percentages of ESE students to General Education students is closely monitored.
2. While teachers received formal training on Kagan Strategies during the 2010-2011 school year, engagement strategies are still utilized on an individual teacher by teacher basis. There has been visible evidence that all teachers have put new knowledge into practice to varying degrees. We need to continue to work towards and support a unified application or focus across grade levels for student to student engagement to occur as a matter of course in each classroom.
3. Content Area Leadership Teams consisting of representation from each grade level serve as a Professional Learning Community to support the implementation of the School Improvement Plan and function as a vertical articulation team within that content area. These teams oversee any schoolwide activities and make decisions related to Reading, Math, Science, Technology and Environment.
4. Grade level/Department Teams work as Professional Learning Communities at weekly meetings. These meetings are dedicated to planned, purposeful grade level collaboration. There are a variety of structures in place to facilitate shared leadership and to develop a collaborative culture. Weekly meetings designated as:
 - 1st Tuesday of the month-21st Century Project Collaboration
 - 2nd Tuesday-Peer Support of Professional Growth Plan Strategies
 - 3rd Tuesday- KidTalk with focus on Tier I (Teacher Data Teams)
 - 4th Tuesday- Rtl with focus on Tier II and Tier III.
5. Math instruction is currently presented mainly in a whole group lesson format. Small group differentiated math instruction is not common practice in most classrooms.
6. Currently policies and procedures vary from classroom to classroom, as well as grade to grade. A common language connected to the Kovalik LIFESKILLS is taking root, but needs to become a core part of the school culture.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Suntree Elementary will utilize 21st century learning skills and increased student engagement to accelerate learning and prepare students for the 21st century.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Share implementation "success stories" that utilize methods and strategies learned through last year's professional development, i.e. Kagan, B.E.S.T., H.E.T. Formal grade level presentations will take place at monthly faculty PLC meetings. This will serve as a springboard to sharing best practices and peer support for further implementation. This will also support growth in building a collaborative culture.	Teachers	Yearlong	\$0.00	Presentation notes
Establish a brain compatible learning environment, with a focus on physical environment in both classrooms and common areas. Basic elements to include a common board configuration, use of a "safe place", use of common language in developing the social/emotional environment, use of the multiple intelligences and the use of	Administrators Instructional Staff Teachers	Yearlong	\$17,3...	Classroom Walkthroughs Digital documentation Inservice Records

the Brain/Body compatible elements of the HET model.				
Complete B.E.S.T. training modules 4-6 - Formative/Summative Assessment, Instructional Strategies and Unit Design. Implementation will be supported through peer visitations and coaching. Feedback and support will also be provided through informal feedback resulting from classroom walkthroughs.	Teachers Instructional staff Administrators	Yearlong	\$700.00	Agendas Attendance records Professional Growth Plans
Collaborate with demographically similar schools to research and observe ways to integrate technology and 21st century learning skills	Administrators, Teachers Tech support (from Stevenson, Freedom 7, West Melbourne School of Science, Suntime, and Longleaf)	Yearlong	\$3,80...	Schedule of meetings Observation schedule Meeting attendance
Utilize the Data Team Process to target effective instructional practices to maximize Tier I (core) instruction.	Administrators Teachers	Yearlong	\$0.00	Agendas Data and Goals Results
Work in professional learning communities to research, plan, and implement a minimum of one 21st century learning skills project per semester beginning the first semester of the 2011-2012 school year	Teachers Administrators	Yearlong	\$3,50...	Lesson plans PLC agendas Grade level projects
Develop and implement grade level and after school enrichment and remediation plans, i.e. "Walk to..." Model, (ASP), to meet the needs of all learners	Administrators Teachers	Yearlong	\$2,94...	Collaborative Plan Professional Growth Plans
Build awareness of the NGSSS for Math and model the utilization of differentiated instruction during a 90 minute math block to meet student academic needs based upon ongoing formative assessment, i.e. mini-assessments, quick checks,	Administrators Teachers District Resource Teacher Peer "Guest" Teachers	Yearlong	\$400.00	Observations Classroom Walkthroughs Lesson Plans Professional Growth Plans

observation and performance tasks. This includes creating model classrooms (primary and intermediate) to provide opportunities for peer observation, coaching and feedback.

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

District Benchmark tests District Required Assessments FAIR	
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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
21st Century Skills;	Student Engagement;
Research-Based Instructional Strategies;	Learning Environment;
	Differentiated Instruction;
<i>District Request - OTHER</i>	<i>School Based - OTHER</i>
Implementation of Next Generation Sunsh...	Highly Effective Teaching (HET)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Training	Highly Effective Teaching	Discretionary Dollars	\$17,395....
Salaries	ASP (Academic Support Program)	ASP	\$2,940.00
Technology	21st Century Projects	Discretionary Dollars	\$3,800.00
Materials	21st Century Projects	Other Grants	\$3,500.00
Training	Substitutes	SAC Funds	\$1,100.00
		TOTAL:	\$28,735.00

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Suntree will involve parents in an academically focused forum to share current brain research, 21st century learning skills, and information on student learning and achievement.

- Reading Math Writing Science Parental Involvement Drop-Out Programs
- Language Arts Social Studies Arts/PE Other

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous

improvement.

- ☑ 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Parent/Client Needs Assessment Survey from 2011 shows that 89.2% of parents feel well informed and satisfied with their level of participation in school decision making. The survey results reflect a need for:

- improved technology equipment and technology instruction
- improved teacher web site information and an increased use of email for communication
- Suntree to continue to provide academic events for families

Our 2010 volunteer hour goal was 13,000 hours. Suntree logged 12,182 volunteer hours during the 2010-2011 school year, falling short of our goal by 818 hours.

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Parental involvement is a major known determinant of student achievement and school success. According to a research study by Henderson and Mapp, students with involved parents are more likely to:

- earn higher grades and test scores,
- enroll in higher level programs,
- be promoted, pass classes, earn credits,
- attend school regularly,
- have better social skills, show improved behavior, and adapt well to school,
- graduate and go on to post secondary education.

Parents involved in meaningful ways can better support their student's school experience. The more knowledgeable a parent is about the curriculum and instructional practices utilized in their child's classroom/school, the more effective his/her support will be to the child. Raising children in an ever changing world has similar implications for parents as it does for educators. Parents need access to new knowledge, information and research to support their responsibilities as do educators.

Analysis of Current Practice:

(How do we currently conduct business?)

- 1. Parents are involved with their students' educational experience through volunteerism, homework monitoring, parent/teacher communication, school social events and fundraising.**
- 2. 86% of parents have activated their Edline accounts.**
- 3. Currently the school uses Synervoice, electronic newsletters, school web site, e-mail, and marquee to communicate important information from school to home.**
- 4. Parents and community members logged 12,182 volunteer hours during the 2010-2011 school year.**

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Suntree will involve parents in an academically focused forum to share current brain research, 21st century learning skills, and information on student learning and achievement.

STRATEGIES:

<i>ACTION STEPS</i>	<i>PERSON RESPONSIBLE</i>	<i>TIMETABLE</i>	<i>BUDGET</i>	<i>IN-PROCESS MEASURE</i>
Research, plan, and implement a Family STEM Night for Suntree parents and students to learn science, mathematics and technology concepts together through active engagement	Teacher Leaders Administrators	By May 2012	\$900.00	Attendance Records Parent/Student Evaluation Client Survey
Plan and implement two Family Reading Nights entitled "Families Building Better Readers" (K-3) and "Mysteries in the Middle" (4-6) for Suntree parents and students to learn reading strategies to enhance literacy skills.	Teacher Leaders Administrators	By May 2012	\$500.00	Attendance Records Parent/Student Evaluation Client Survey
Develop a team consisting of SAC members, faculty, and administration to develop a communication plan for sharing news, events, newsletters, etc. that incorporates email, synervoice, website, and hard copies.	Teacher Leaders Administration Technology Support SAC members	By November 2011	\$0.00	Client Survey Communication Checklist
Provide an informational meeting for parents about	Teacher Leaders Administrators	Throughout the year;	\$0.00	Attendance Records Parent/Student

21st Century Learning (changing educational needs) and how this information relates to Suntree's School Advisory Council and our School Improvement Plan. Share Daniel Pink's video entitled <u>A Whole New Mind</u> and the Globalization Powerpoint as a rationale for our SIP initiatives	Technology Support	By January 2012		Evaluation Client Survey
Expand our team of community volunteers who assist with science, math and engineering learning projects in grades K-6 to include additional companies, volunteers and scheduled activities	Teacher Leaders Parent/Community Volunteers Administrators	By May 2012	\$0.00	Volunteer Records
Plan, revise and update a Suntree Family Handbook and Calendar to be distributed during registration in 2012	Teacher Leaders Support staff Parent Volunteers PTO Administration	By May 2012	\$1,000...	Finished Product
Establish a Student Council to promote student leadership. Assign them the responsibility to create and publish a student produced newsletter to be distributed every other grading period (period 1 and 3) so that it alternates with the Suntree Semester Report (period 2 and 4)	Teacher Leaders Students Administration	By October 2011	\$200.00	Final product Agendas

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

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SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
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Gains: From % in 2011 to % in 2012.
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ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

12,182 volunteer hours in the 2010-2011 school year

PROGRESS MONITORING:

VIPS
Attendance records at family events
Student produced newsletters

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Other	Family Nights for STEM include materials to practice at home and the Orlando Science Center and food	Discretionary Dollars	\$900.00
Materials	Family Reading Night materials to practice reading strategies at home and food	Other Grants	\$500.00
Materials	Materials to produce calendar/handbook and student newsletters	Discretionary Dollars	\$1,200.00
		TOTAL:	\$2,600.00

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Analysis of Current Practice:

(How do we currently conduct business?)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

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25%: From % in 2011 to % in 2012.
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Gains: From % in 2011 to % in 2012.
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ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
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Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Analysis of Current Practice:

(How do we currently conduct business?)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)

- Parental Involvement

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Utilize results from the Parent Client Survey to develop this Needs Assessment) Click Here for Parent Client Survey Results - <http://parentsurvey.brevardschools.org/menus.html>

Best Practice:

(What does research tell us we should be doing?)

Analysis of Current Practice:

(How do we currently conduct business?)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 5

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

EVALUATION:

OUTCOME INDICATORS:

(Should be directly connected to the parent client survey results.)

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PROGRESS MONITORING:

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Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

