Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School: **Area:**

Central

Croton Elementary

Principal: Area Superintendent:

Sandra Demmon

Roseann Bennett

SAC Chairperson:

Catherine Murphy

Superintendent: Dr. Brian Binggeli

Mission Statement:

To ignite a passion for life-long learning by creating an environment

where students are engaged and motivated to learn and succeed.

Vision Statement:

A community of responsible and educated leaders of tomorrow.

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RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

Based on the FCAT two year comparison data, Croton's overall school grade declined by 35 points. This includes a decrease in percent of students meeting high standards in reading, math, and writing. There was also a decrease in percentage of lowest 25% of students making learning gains in reading. Croton saw an increase in school grade points in the areas of percent of students meeting high standards in science, percent of students making gains in reading, percent of students making gains in math, and percent of lowest 25% of students making learning gains in math.

In addition, FAIR data from May 2012, in the area of Probability of Reading Success, 87% of Kindergarten students were low risk, 11% were moderate risk, and 2% were high risk. FAIR data for First Grade students showed 84% low risk, 14% moderate risk, and 1% high risk. FAIR data for Second Grade students showed 39% low risk, 55% moderate risk, and 5% high risk.

Based on teacher feedback, we have seen an increase in problematic student behaviors over the past three years. Teachers report they are spending more time focused on student behavior during instructional time. Consistent with PBS research, approximately 45 instructional minutes per incident are lost to redirecting student behaviors (Horner & Sugai, 2003). Last year Croton teachers and students lost an estimated 2,197.5 hours on the 293 referrals written. Those referrals resulted in 46 days of out-of-school suspension and 23 days in-school suspension. The combined 69 days of suspension resulted in a total of 483 hours of lost instruction.

Over the past three years, Croton has maintained 95% attendance. However in 2011-2012 we saw a .23% decrease in student attendance.

Furthermore, Croton's free and reduced lunch status has wavered over the past three years. In the 2010-2011 school year 58% of Croton's students qualified for free or reduced lunch. In 2011-2012 school year that percentage dropped to 52% which did not qualify Croton for Title I services. For the current school year, 2012-2013, 60.77% of Croton's students qualify for free and reduced lunch.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

Research to support our School Based Objective:

Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change (Cohen, 2001). According to the Individuals with Disabilities Education Act (IDEA), PBS is the recommended form of intervention for dealing with challenging behavior in children with disabilities (U.S. Department of Education, 2000).

PBS is based on behavioral theory; problem behavior continues to occur because it is consistently followed by the child

getting something positive or escaping something negative (Walker, 1995). Croton Elementary is focusing on changing behaviors through teaching school-wide expectations and behaviors and rewarding for demonstration of those behaviors. Our teachers will continue to address changing environments to meet the needs of our students.

Motivation and intrinsic drive of people have been the topic of research since the 1960's. Ronald Taylor (1964) compared the goals of underachievers and achievers. He found that underachievers either had no particular goals, or if they did, aimed impossibly high. Achievers, by comparison, set realistic, attainable goals that were related to their school work. Robert Wood and Edwin Locke (1987) found a significant relationship between goals and self-efficacy: Students with a stronger sense of efficacy also set higher, but reachable, goals. Wood and Locke also pointed out that more challenging goals usually prompt higher achievement. The challenge for the teacher is to assist students in setting reasonable goals for themselves. Albert Bandura and Dale Schunk (1981) showed that when elementary students are taught to carve up large, distant goals into smaller subgoals, several useful outcomes follow: They make faster progress in learning skills or content, they learn an important self-regulation skill, and they improve their self-efficacy and interest in the task (DelSiegle, 2000).

Research to support our Reading goal:

According to Dr. Max Thompson (2012), when reviewing school demographics, if 35% of the school's population is eligible for free and reduced lunch, then vocabulary should be the number one strategy used to increase student achievement. Vocabulary should be addressed in text and not just defined in isolation (Thompson, Culture workshop)

Robert J. Marzano suggests that we can help close the achievement gap by explicitly teaching subject-specific academic vocabulary to those students who are lacking the background knowledge to succeed in school. Marzano addresses a six-step process for vocabulary instruction in his book, <u>Building Background Knowledge for Academic Achievement</u>. Marzano states, "building vocabulary involves the utilization of a complete six-step process to teaching vocabulary that includes: teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games" (ASCD, 2004).

<u>Research to support our Writing goal:</u>
The Florida Center for Reading Research at Florida State University (2012) states, "Reading and writing are complementary processes that can be used to strengthen each other in reciprocal fashion." In addition, the ELA Common Core State Standards, through Text Types and Purposes, expects students to "write arguments in order to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence" (2012); once again, connecting reading and writing. This research has impacted Croton's decision to write across the curriculum.

Writing from sources is part of the Six Shifts in English Language Arts (ELA) and Content Area Literacy with Common Core. This shift incorporates citing text for evidence, summarizing, and including higher order thinking skills. This aligns with research from Learning Focused – <u>Moving Schools: Lessons from Exemplary Leaders</u> that indicates writing should be strategic and efficient throughout the learning cycle. Furthermore, writing instruction integrates content areas through summary, extended thinking, and text structure support.

Doug Reeves in <u>Accountability in Action: A Blueprint for Learning Organizers</u> states "In virtually every <u>typical</u> school we have evaluated, student scores on creative writing are significantly higher than informative and narrative writing score. As a contrast, teachers in the <u>most successful</u> schools placed a very high emphasis on informative, expository writing."

Analysis of Current Practice: *(How do we currently conduct business?)*

School Based Objective:

Croton Elementary teachers are currently implementing a variety of behavior management systems. In the 2011-2012 school year systems used included students moving their names based on a color, students changing their "color" card, and coded conduct charts. Strategies for behavioral interventions also varied from motivation based methods to positive consequences. Some were immediate and others extended up to four-and-a-half weeks. There was no school-wide program in place. While these employed strategies are based on research and professional development, they lack consistency in implementation throughout the building and were not part of a culture we were aspiring to create.

Reading goal:

Croton's teachers are good at analyzing data to determine student's areas of need. Teachers understand where students are currently demonstrating proficient skills and areas where students are below grade level. There was a lack of data focus to track student progress throughout the school year. In addition, after meetings to analyze student areas of need, many teachers would go back in their classrooms and still teach whole group or the way they always did.

Teachers agree that reading is fundamental to all other learning. Teachers had difficulty understanding the continuum of Reading, especially the impact of good vocabulary instruction. Current practice indicates that students utilize bolded words in text or the dictionary to determine important words and definitions.

Writing goal:

In writing, instructional strategies again vary from classroom to classroom. For instance, some teachers utilize graphic organizers, such as Venn diagrams, while others employ Thinking Maps. Most teachers focus on creativity and elaboration with little to no explicit instruction on conventions, vocabulary or writing to respond to text. In addition, writing is taught as a content area in isolation.

CONTENT AREA:

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

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

Croton Elementary will implement C.A.R.E. (Cooperative-Active Learner-Respectful/Responsible-Encouraging) which is tier I of our School-wide Positive Behavior Support with fidelity to increase student achievement by reducing the amount of problematic behaviors and increasing student motivation. Teachers will teach school-wide expectations and reward students who demonstrate expected behavior.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure

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1. Attendance	1a. Continue teacher monitoring of attendance 1b. Student award recognition for perfect attendance 1c. PBS rewards for perfect attendance	Teachers	1a. Daily 1b. Quarterly 1c. As determined by teacher/student attendance	1a. 0 1b. $100.00 1c. $100.00	Monthly attendance reports
2. Student classroom behavior	2. Implement Tier I Positive Behavior Support a. Expectations b. Agreements c. Posters d. Brochure e. Tickets f. Communication g. Awards (students) h. Awards (staff)	All faculty, staff, and community stakeholders	Training- Preplanning Implementation- Daily	c. $300.00 d. $100.00 e. $1500.00 f. $600.00 g. $500.00 h. $500.00	Classroom walk-through. Discipline Data reports through PBS team.
3. Goal setting knowledge	3a. PD- Using student data notebooks 3b. Review of sections of BEST Module IV (formative assessment and data notebooks)	Administration	Pre-planning presentation	3a. $600.00	Use of data notebooks/ goal setting strategies
4. Differentiation	4a. Identifying student levels and skill gaps 4b. Understanding student levels, teachers will employ a variety of goal setting organizers and structures to reach every learner	Faculty, Reading Coach, Title I teachers, Administration Teachers	Weekly through Teacher Data Team meetings Monthly CMA meetings Varies- students will revisit goals on a frequent and consistent basis	$150.00 (paperwork)	Meeting notes, CMAT lowest 25% list, Intervention groups and OPM Goal Setting organizers and structures/ Data Notebooks

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

- 80% of teachers will report an observable increase in student motivation and achievement, and a decline with problematic behaviors due to implementation of PBS.
- Lesson plans will demonstrate instruction of school-wide expectations.
- Classroom walk-throughs will provide data that supports 100% of Croton's teachers have expectations and agreements posted for students.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

- 20% decrease in discipline referrals.
- Maintain or improve attendance to school-wide average of 95%.
- 80% of students have a clearer understanding of Croton's expectations and agreements, and feel as though they are a valued part of our community.
- 80% of students will report that they feel high level of control over their learning and behavior.
- Croton will increase the percentage of Level 3 and above in:

- FCAT Reading from 72% to 75%
- FCAT Math from 74% to 77%
- FCAT Science from 70% to 73%
- FCAT Writing from 68% to 72%

- Croton will increase end of year FAIR low risk percentages by:
  - Kindergarten from 87% to 90%
  - First grade from 84% to 87%
  - Second grade from 39% to 45%
- Classroom walk-throughs will provide data to support an increase in the number of students who are on-task.
- 80% of students will report that setting and referring to realistic goals supported their achieving those goals.

APPENDIX A

(ALL SCHOOLS)

Reading Goal Teachers will focus on the strategies of summarizing and vocabulary in text to increase student achievement in Reading.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)

Anticipated Barrier(s):
  1. Vocabulary Instruction without defining in isolation
  2. Differentiation
  3. Expectations we have of our students
  4. Max Thompson Conference (November)		

Strategy(s):
  1. Faculty collaboration of vocabulary instruction
  2. Faculty development- Marzano's six steps to vocabulary instruction
  3. Teacher Leaders guiding faculty development on summarizing strategies and techniques they utilize.
  4. Team Meetings- instructional goals, outlining expectations of students, aligning with standards, grade level appropriate work
  5. Close reading and responding to text		

FCAT 2.0
Students scoring at Achievement Level 3
 	
Barrier(s): Move students from Level 1 and 2 to 3 by closing gaps in reading continuum.
 	
Strategy(s):
  1. **Utilize effective vocabulary instruction.**
  2. **Implement grade level Walk to Intervention.**
	36%
	
	107 students
		39%
		
		130 students

Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s):** **Strategy(s):**	0% 0 students	0% 0 students

FCAT 2.0
Students scoring at or above Achievement Levels 4 and 5 in Reading
 	
Barrier(s): Maintain 4s and 5s while moving Level 3s up
 	
Strategy(s):
  1. **Utilize effective vocabulary instruction.**
  2. **Implement grade level Walk to Intervention and include Enrichment groups.**
	34%
	
	102 students
		36%
		
		120 students

Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s): Individualized support** **Strategy(s): Small group by pulling other ESE students for Walk to Intervention**	100% 4 students	100% 3 students

Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s): Individualized support** **Strategy(s): Small group by pulling other ESE students for Walk to Intervention**	50% 1 student	100% 3 students
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading **Barrier(s):** 1. **Student motivation** **Strategy(s):** 1. **Utilize PBS/goal setting to motivate students** 2. **Utilize effective vocabulary instruction.** 3. **Implement grade level Walk to Intervention and include Enrichment groups.** **Florida Alternate Assessment:** Percentage of students in Lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** 1.	75% 41 students	78% 65 students
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**	72%	75%

Student subgroups by ethnicity NOT making satisfactory progress in reading :	Enter numerical data for current level of performance	Enter numerical data for expected level of performance
White:	28%	22%
Black:	64%	36%
Hispanic:	24%	24%
Asian:		
American Indian:		

English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):**		
Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s): Move students from Level 1 and 2 to 3 by closing gaps in reading continuum.** **Strategy(s):** 1. **Utilize effective vocabulary instruction.** 2. **Implement grade level Walk to Intervention.**	51%	49%
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s): Move students from Level 1 and 2 to 3 by closing gaps in reading continuum.** **Strategy(s):** 1. **Utilize effective vocabulary instruction.** 2. **Implement grade level Walk to Intervention.**	35%	33%

Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring

Marzano's six step process to teaching vocabulary in text	October-November	Team meeting discussions, teacher presentations of student work, reflection and surveys.
Max Thompson Conference	November	Presentations from team Team meetings with specific focus

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in **Listening/ Speaking:** 75%	1. Language 2. Certified Staff	1. **Utilize effective vocabulary instruction.** 2. **Implement grade level Walk to Intervention.**	Teachers/ ELL Committee/ Administration
2012 Current Percent of Students Proficient in **Reading:** 88%	1. Language 2. Certified Staff	1. **Utilize effective vocabulary instruction.** 2. **Implement grade level Walk to Intervention.**	Teachers/ ELL Committee/ Administration
2012 Current Percent of Students Proficient in **Writing**: 63%	1. Language 2. Certified Staff		Teachers/ ELL Committee/ Administration

Mathematics Goal(s): 1.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Anticipated Barrier(s): 1. **Strategy(s):** 1.		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **Strategy(s):** 1.	**31%** **89 students**	**34%** **113 students**
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** **Strategy(s):** 1.	**75%** **3 students**	**100%** **3 students**
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics **Barrier(s):** **Strategy(s):** 1.	**41%** **121 students**	**44%** **136 students**

Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s):** **Strategy(s):** 1.	**25%** **1 student**	**100%** **3 students**
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	**50%** **1 student**	**100%** **3 students**
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	**78%** **55 students**	**80%** **67 students**
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	50% 1 student	100% 3 students
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**	74%	77%
Student subgroups by ethnicity :		
White:	76%	79%
Black:	50%	55%
Hispanic:	64%	73%
Asian:		
American Indian:		
English Language Learners (ELL) not making satisfactory progress in Mathematics		
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	49%	54%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	71%	69%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring

Writing Students will write across the curriculum to increase student achievement.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)

Barrier(s):		

1.   **Conventions**
   2.   **Vocabulary**
   3.   **Expectation of Students**
 	
Strategy(s):
   1.   **Utilize district resources for sentence imitation**
   2.   **Vocabulary in text instruction**
   3.   **Close reading and responding to text**
   4. **School-wide writing plan outlining expectations**		

FCAT: Students scoring at Achievement level 3.0 and higher in writing	68% 49 students	70% 62 students
Florida Alternate Assessment: Students scoring at 4 or higher in writing	100% 1 student	N/A

Science Goal(s) (Elementary and Middle) 1.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** 1.		
Students scoring at Achievement level 3 in Science**:**	48% 32 students	52% 34 students
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	33% 1 student	NA
Students scoring at or above Achievement Levels 4 and 5 in Science:	19% 13 students	23% 15 students
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	67% 2 students	NA

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Provide leadership opportunities for professional growth	Administration	ongoing
2. Teacher Recognition	Administration	ongoing
3. Peer collaboration and mentorship	Administration, Mentor Teachers, and faculty	ongoing

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

During the 2011-2012 school year, teachers would tell the guidance counselor that there was a student who needed interventions. The guidance counselor and teacher would decide on an intervention. After six weeks of collecting data, the teacher requested an IPST meeting for the student.

During the 2012-2013 school year, teachers will meet weekly to analyze student data. Grade level Walk to Intervention time will be established to provide extra instruction to close gaps in learning. The Teacher Data Team will collaborate on additional interventions and intensity. A Case Manager will be named for each grade level. At Teacher Data Team meetings, the case manager will review paperwork pertaining to students that are not responding to interventions.

The MTSS Leadership Team is comprised of administration, guidance, Title I teachers, ESE resource teacher, and IPST members (psychologist, staffing specialist, behavior analyst) as needed. The 2012-2013 IPST will

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present the MTSS process for academics and behavior (PBS) at Faculty Meetings. The Literacy Coach will provide additional support at the various Teacher Data Team meetings held weekly.

PARENT INVOLVEMENT:

During the 2011-2012 school year Croton held numerous events needing parent support. Each week parents volunteer for Wonderful Wednesdays, Chilly Willy's, and special events that take place on and off campus. However, we failed to organize a curriculum-based night for parents.

For the 2012-2013 school year, we have planned several curriculum based events to involve parents and support learning at home. Based on the parent survey, 54% of respondents have requested additional support with study skills. Each curriculum night event will include PBS information and study skills implementation to further connect the home and school.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

Over the past three years, Croton has maintained 95% attendance. However in 2011-2012 we saw a .23% decrease in student attendance.

Utilizing Croton's school-wide PBS teachers and administrators will reward classes for perfect attendance. Teachers will monitor attendance and tardies, addressing frequently. Absentee phone calls will continue. Letters with Board Policy will be sent to students once they reach five unexcused absences in a quarter.

SUSPENSION:

Based on teacher feedback, we have seen an increase in problematic student behaviors over the past three years. Teachers report they are spending more time focused on student behavior during instructional time. Consistent with PBS research, approximately 45 instructional minutes per incident. (Horner & Sugai, 2003) Last year Croton teachers and students lost an estimated 2,197.5 hours on the 293 referrals written. Those referrals resulted in 46 days of out-of-school suspension and 23 days in-school suspension. The combined 69 days of suspension resulted in a total of 483 hours of lost instruction.

Croton has implemented a school-wide PBS system. Teachers provide instructions for our C.A.R.E. expectations on a consistent basis. (Cooperation, Active Learner, Respectful/Responsible, Encouraging). Students receive tickets for demonstrating expected behavior. Classes receive tickets for expected behavior. Each month Croton has a C.A.R.E. focus day where expectations are readdressed.

DROP-OUT (High Schools only):

POSTSECONDARY READINESS: (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)