

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Area:

South

University Park Elementary

Principal:

Area Superintendent:

Dr. Mark Mullins

Donna C. Entsminger

SAC Chairperson:

Donna Entsminger

Superintendent: Dr. Brian Binggeli

Mission Statement:

The Staff at University Park Elementary Magnet School is committed to the following:

preparing students to be effective communicators for the 21st century through written, oral, and technological

activities.

recognizing that each individual is unique and is to be treated with respect.

utilizing emerging technologies as a part of student's every day educational experiences.

making learning purposeful and relevant using curriculum that reflects real life experiences.

providing a well-rounded curriculum that will expect students to rise to their highest level of achievement.

collaborating with parents and community to strengthen the learning environment.

offering on-going professional development opportunities.

Vision Statement:

In a supportive atmosphere, the school and community will cooperate in assisting every child to achieve maximum potential.

Brevard County Public Schools School Improvement Plan 2012-2013

RATIONAL – Continuous Improvement Cycle Process

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

One place to start – three year trend history (optional):

Kindergarten Readiness Scores declined considerably last year.

09-10	10-11	11-12
146	162	62

Previously University Park has scored above the minimum level. The 2011-12 score was 8 points below the minimum for the year. When meeting with faculty members to discuss the decrease in scores, it was noted that students coming into Kindergarten and Pre-K have less background knowledge and vocabulary than before.

FCAT 2.0 2012: Only 50% of our students scored at level 3 or above in Reading. This is a decline from 76% proficient in 2011 and 76% proficient in 2010.

When breaking down the strands we found that students scored poorly in Vocabulary and Literary Analysis. After sharing data with teachers it was suggested that students didn't have content specific vocabulary and often did not understand the higher level vocabulary needed to answer the test questions.

In Math only 40% scored at a proficient level in 2012, a substantial decrease from 65% and 64% for the 2 previous years. When breaking down the strands for math it was noted that scores were significantly lower in Geometry and Measurement. When meeting with grade levels to discuss this deficiency, it was noted that teachers spent most of their time on the math vocabulary necessary for success in this strand. It was also noted that the same vocabulary is carried over from year to year but students do not remember the meaning of the words.

During classroom walkthroughs it was observed that many classes did not utilize word walls, or if they did, the words remained the same for long periods of time and consisted mostly of spelling words.

After sharing the data and receiving input from stakeholders, it was determined that a focus on Research-Based Vocabulary strategies was necessary to further our goals.

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

Currently grade levels meet weekly(Rtl) to discuss reading, math and behavior data. Data is gathered from sources such as SuccessMaker, DRLA, weekly assessments and formative assessments. Progression through Tier 1, 2, and 3 for individual students is based on more than one data point. Student data is tracked through the use of On-Progress Monitoring collection sheets. Some data is shared occasionally with students but students do not have a stake in progress or outcome.

This year's focus to track student progress will be through the use of Student and Teacher Data Notebooks. Students will set goals with the help of their teacher and will maintain data to track their progression toward their goal. Student Data Notebooks will also be used to facilitate Student Led Conferences.

Positive Behavior Support has successfully been implemented for Tier I in the classroom and in all commonly shared areas. The language and vocabulary of PBS is campus wide and used by students and adults. This year we will begin implementation of PBS Tier 2 and students will track their Positive Behavior interactions through their data notebooks.

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

Our school-wide focus this year will be based on the research of Dr. Max Thompson and his highly effective, research-based strategies for at risk schools. Dr. Thompson states in his book “Moving Schools: Lesson from Exemplary Leaders”, that a child at or below the poverty line hears about 5000 words by the time they begin Kindergarten. A child from a middle income family hears about 9000 words by the time they begin Kindergarten. A child from an upper-income or professional family hears between 15,000-20,000 words.

Vocabulary has an impact on reading comprehension and academic success, so when children do not understand the meaning of the words in the text, they are unlikely to understand the text. Explicit strategy instruction is critical, especially for children with limited vocabulary backgrounds. Multiple exposures across the content provide opportunities to increase students understanding of unfamiliar words. Additionally, using a variety of focused teaching methods help to advance educational equity since a well developed vocabulary correlates with greater general academic success.

Learning focused strategies will be the focus of our year- long professional development.

Marzano encourages goal setting at the student level. To facilitate this we will implement the use of Student and Teacher Data Notebooks. Students will set goals with the help of their teacher and will maintain data to track their progression toward their goal. Student Data Notebooks will also be used to facilitate Student Led Conferences. This is a highly effective strategy that encourages students to work toward their personal best.

University Park will continue working with USF to implement Tier 2 of Positive Behavior Support. Last year’s data supports the continuance of this research-based program. Teachers new to the school will have Professional Development opportunities to become familiar with this initiative. Ongoing Professional Development for Tier 2 will keep University Park focused on our goal to become a “Silver School”.

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?)*

University Park will implement a cross-curricular approach to Research-Based Vocabulary Strategies.

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

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
1. Resistance to change.	1. Provide P.D. to Implement Interactive Word Wall, color-coded by subject, in each classroom.	Administrators, Reading Coach, Teachers	September 25	NA	Classroom Walk-throughs, Observation of Word Walls
2. Depth of collaboration.	2. Develop a sharepoint site for teachers to upload, minutes, agendas, best practice on grade level PLCs.	Technology Specialist, Administrators, Reading Coach, Teachers	October 15 to be updated as new information is made available	NA	Monitor content of the Sharesite

<p>3. Planning time for teachers to implement frontloading of vocabulary.</p>	<p>3. Provide extended planning for the purpose of implementing Vocabulary Strategies. a)Developing Interactive Word Walls b)Previewing and planning for key vocabulary at the start of units and lessons c)Update and monitor student and teacher vocabulary data notebooks</p>	<p>Teachers and administrators</p>	<p>Quarterly</p>	<p>\$900.00</p>	<p>Monitor/walk through during planning</p>
<p>4. Timely Professional Development</p>	<p>4. Demonstrate Interactive Word Wall Model for teachers.</p>	<p>Reading Coach, Teachers, Administration</p>	<p>September 25</p>	<p>\$30.00</p>	<p>Observation</p>

5. Student's lack academic vocabulary	5a. Engage in student led conferences with a focus on vocabulary growth as evidenced by student input in data notebooks. 5b. Utilize student input to assist in identifying words that are unfamiliar to them. 5c. Utilize cooperative groups to assist students in gaining an understanding of unfamiliar words utilizing various forms of writing (exit slips).	Teachers	October 15 with weekly updates	\$150.00	Student led conferences utilizing student data notebooks
6.	6.				
7.	7.				
8.	8.				

EVALUATION – Outcome Measures and Reflection

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

Administrative Walkthroughs to ensure implementation of highly effective strategies. Data from walkthroughs will be used to encourage collaboration and observation of model implementation.
 Collaboration notes are on PLC ShareSite.
 Progress monitoring data collected in student and teacher data notebooks will serve as quantitative data.

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

Formative Assessment data is collected through Sticky Notes, Exit Slips
 Student goal setting in Student Data Notebooks
 Vocabulary data from FCAT 2.0
 Kindergarten Readiness Scores
 FAIR data

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. Increase the usage of Tier 2 and Tier 3 vocabulary	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. Students do not have an adequate Tier 1 vocabulary		
Strategy(s): 1. Utilize interactive word walls (color-coded by subject) to increase student vocabulary		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Students do have adequate test-taking vocabulary Strategy(s) 1. Classroom emphasis of the 12 test-taking vocabulary words.	25%=67	33%=87
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading Barrier(s): Strategy(s): 1.	NA	NA

<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p>Barrier(s): Students do not possess Tier 3 vocabulary</p> <p>Strategy(s): 1. Using data notebooks or (Interactive notebooks) students will track knowledge and basic understanding of higher level vocabulary (in context)</p>	20%=53	23%=60
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	NA	NA
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Reading</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	NA	NA
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading</p> <p>Barrier(s): Students have limited understanding of basic test taking vocabulary</p> <p>Strategy(s): 1. Through the use of word walls and student notebooks, students will track understanding of test-taking vocabulary</p> <p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	44%=20	50%=23
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline data 2010-11:</p>	51%=134	56%=147
<p>Student subgroups by ethnicity NOT making satisfactory progress in reading :</p> <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p> <p style="text-align: right;">Asian:</p> <p style="text-align: right;">American Indian:</p>	<p>Enter numerical data for current level of performance</p> <p style="text-align: center;">54%=55</p> <p style="text-align: center;">66%=56</p> <p style="text-align: center;">53%=27</p>	<p>Enter numerical data for expected level of performance</p> <p style="text-align: center;">38%=39</p> <p style="text-align: center;">57%=48</p> <p style="text-align: center;">35%=18</p>

<p>English Language Learners (ELL) not making satisfactory progress in Reading Barrier(s): Students return to their home country for several months of the year and then re-enter in Brevard Public Schools.</p> <p>Strategy(s): 1.Frontload vocabulary to allow for the re-introduction of vocabulary.</p>	59%=26	57%=25
<p>Students with Disabilities (SWD) not making satisfactory progress in Reading Barrier(s): Students have limited understanding of basic test taking vocabulary</p> <p>Strategy(s): 1. Through the use of word walls and student notebooks, students will track understanding of test-taking vocabulary</p>	85%=47	70%=39
<p>Economically Disadvantaged Students not making satisfactory progress in Reading Barrier(s): Students do not have adequate understanding of basic test taking vocabulary.</p> <p>Strategy(s): 1.12 test taking vocabulary words will be introduced and reviewed weekly for understanding.</p>	60%=129	50%=108

Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Using Vocabulary Word Walls	Sept- Nov.	Walk-throughs will monitor existence of word walls and student data notebook entries
Using Vocabulary in Context	Sept-Nov.	Teacher data notebooks and lesson plans will reflect the use of vocabulary in subject content
Max Thompson Learning Focused High Impact Practices	October Weekly through May	Strategies learned will be presented weekly at faculty, grade level, or PLCs
Accelerated Reader	October	Teacher data notebooks will reflect student use and remediation efforts in the classroom

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
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2012 Current Percent of Students Proficient in Listening/Speaking: 37%	Mobility of students between home country and U.S.	Provide resources for parents to encourage the use of English when students are not in school.	ELL Teacher, ELL Assistants Classroom teachers
2012 Current Percent of Students Proficient in Reading: 29%	Students do not have proficient reading skills in home language.	ELL assistants will push in for extra reading support during in Science, Social Studies, or Math.	ELL Teacher, ELL Assistants Classroom teachers
2012 Current Percent of Students Proficient in Writing: 27%	Students do not have proficient vocabulary skills.	Using word walls and flash cards teachers and assistants will provide basic vocabulary for ELL students.	ELL Teacher, ELL Assistants Classroom teachers

1. Mathematics Goal(s):	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)
1. Students will have a basic understanding of vocabulary with an emphasis on Geometry and Measurement		
Anticipated Barrier(s): 1. Students have gaps in their understanding of basic mathematic vocabulary		
Strategy(s): 1. Using word walls (color coded by subject) students will gain understanding of mathematic vocabulary at the concrete and conceptual level.		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Students do not understand the meaning of mathematic vocabulary. They know the definition but the understanding is not there. Strategy(s): 1. Teachers will monitor student's understanding of vocabulary through their student data notebooks by providing examples and their own definitions of words.	23%=59	32%=84

<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics Barrier(s): Strategy(s): 1.</p>	<p>Na</p>	<p>Na</p>
<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics Barrier(s): Students understand definitions but are unable to go from the concrete to the conceptual. Strategy(s): 1. Teachers will monitor student's examples from concrete to conceptual on word walls and in their student data notebooks.</p>	<p>13%=33</p>	<p>18%=47</p>
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics Barrier(s): Strategy(s): 1.</p>	<p>Na</p>	<p>Na</p>
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics Barrier(s): Strategy(s): 1.</p>	<p>Na</p>	<p>Na</p>
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics Barrier(s): Students are unable to answer math word problems because they lack the basic understanding of the vocabulary Strategy(s): 1. Small group focused instruction to build and increase math vocabulary.</p>	<p>36%=15</p>	<p>50%=21</p>
<p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics Barrier(s): Strategy(s): 1.</p>	<p>Na</p>	<p>Na</p>
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11:</p>	<p>45%=118</p>	<p>50%=131</p>

<p>Student subgroups by ethnicity :</p> <p style="text-align: right;">White: 54%=55</p> <p style="text-align: right;">Black: 82%=69</p> <p style="text-align: right;">Hispanic: 65%=33</p> <p style="text-align: right;">Asian: 44%=22</p> <p style="text-align: right;">American Indian:</p>		
<p>English Language Learners (ELL) not making satisfactory progress in Mathematics Barrier(s): Students are proficient at computation but lack vocabulary skills to answer word problems.</p> <p>Strategy(s): 1.ESOL Assistants will work with students in the classroom and in small groups to reinforce understanding for basic math vocabulary (using a pictorial concrete approach)</p>	66%=29	63%=28
<p>Students with Disabilities (SWD) not making satisfactory progress in Mathematics Barrier(s):Students have gaps in basic number sense.</p> <p>Strategy(s): 1.Students will utilize CAI (Successmaker, FAST Math, Accelerated Math) to determine and remediate areas of concern.</p> <p>2. Small group focused instruction to build and increase number sense and math vocabulary.</p>	85%=47	76%=42
<p>Economically Disadvantaged Students not making satisfactory progress in Mathematics Barrier(s):Students lack number sense and basic math vocabulary.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 2. Students will utilize CAI (Successmaker, FAST Math, Accelerated Math) to determine and remediate areas of concern. 3. Small group focused instruction to build and increase number sense and math vocabulary. 	70%=157	54%=117

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
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Using Vocabulary Word Walls	Sept- Nov.	Walk-throughs will monitor existence of word walls and student data notebook entries
Using Vocabulary in Context	Sept-Nov.	Teacher data notebooks and lesson plans will reflect the use of vocabulary in subject content
Accelerated Math	October	Teacher data notebooks will reflect student use and remediation efforts in the classroom

Writing	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.		
FCAT: Students scoring at Achievement level 3.0 and higher in writing		
Florida Alternate Assessment: Students scoring at 4 or higher in writing		

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): Students lack a basic understanding of test taking and Science vocabulary Strategy(s): 1. Teachers will use interactive word walls and student data notebooks to monitor and adjust instruction of basic test-taking and Science vocabulary.		
Students scoring at Achievement level 3 in Science:	23%=17	25%=18
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	Na	Na
Students scoring at or above Achievement Levels 4 and 5 in Science:	12%=8	15%=11
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	Na	Na

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Implement Tier 2 PBS Goal 2:	New teachers have not had exposure to PBS.	Provide professional development for new teachers and a refresher for all others.	PBS Leadership Team Implementation Plan at the end of Tier 2.

APPENDIX C
(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

	Page 15	

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.Implement Teacher Induction Program	Bill Svendsen, Teachers	May 2013
2.Assign Mentors to teachers new to the school	Bill Svendsen, CET Trained Teachers	October-May2013
3.Provide opportunities for professional development	Donna Entsminger, Bill Svendsen, Karen Sadoff, Annie Miller, Zach Roddenberry, Subject area coaches, district personnel	Monthly through May 2013

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)
The MTSS Team consists of the Principal, Guidance Counselor, Literacy Coach, Staffing Specialist, School Psychologist, Speech Language Pathologist and ESE Resource Teacher
SAC reviews input from the MTSS for trends that are prevalent to the reading and math core and Tier 2. Data Sources used are FCAT, DRLA, FAIR, school based on progress monitoring data

sheets. Most data is accessible through A3 or Teacher Data Notebooks. Staff is trained during pre-planning and during grade level meetings on the process to access MTSS.

PARENT INVOLVEMENT:

See PIP

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

Current attendance rate is 94.74% with an expected attendance rate of 95%. Excessive absences and tardies fall primarily into two categories: students in transition and ELL students. We are working with the school truant officer to make contact and inform parents of the attendance requirements. Translators are also contacting parents when students are absent or tardy for 3 or more days.

SUSPENSION:

In school suspensions have declined to 47 from 105.

Out of school suspension rate was 54.

Anticipate a decline in out of school suspension by 10. Maintain or decrease In School Suspension.

With the implementation of Tier 2 Positive Behavior Support, strategies will be in place to support students and teachers. Students will earn rewards for positive behavior. Support will be provided with behavior contracts and behavior plans for those not exhibiting positive behavior.

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.)