

**Brevard County Public Schools  
School Improvement Plan  
2012-2013**

**Name of School:**

Imperial Estates Elementary

**Area:**

IV

**Principal:**

Stephanie R. Archer

**Area Superintendent:**

Dr. Ronald Bobay

**SAC Chairperson:**

Margaret Sizemore

**Superintendent: Dr. Brian Binggeli**

**Mission Statement:**

To serve every student with excellence as a standard

**Vision Statement:**

Our mission is to join with the community to produce students who are academically and socially prepared to become life-long learners.

# Brevard County Public Schools School Improvement Plan 2012-2013

## RATIONALE – Continuous Improvement Cycle Process

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

The following information from various data sources will be used to develop our school improvement plan.

According to the parent survey information, parents are satisfied with the classroom instruction, classroom materials and homework at Imperial Estates. Although through PLCs, the teachers have identified high-yield instructional strategies to strengthen student achievement combining the past years of Marzano’s focus with the strategies gained during Max Thompson’s workshops. Extended Thinking is an excellent strategy , however, our subgroups need to be accelerated so we are going to implement the use of acceleration to catch our students up with their peers.

Based on the administration’s observations as classroom walk-throughs are conducted, differentiation of instruction in reading is used throughout the school, but a need exists to use this with math instruction. Therefore, we will continue to emphasis and focus on the utilization of differentiated instruction more frequently during math instruction.

### **Five Year History of FCAT Trends (2008 – 2012)**

High Standards - Reading	89	89	89	88	73
High Standards - Math	79	80	80	83	64
High Standards - Writing	66	95	86	84	80
High Standards - Science	65	71	72	64	63
Learning Gains -Reading	59	77	70	71	70
Learning Gains -Math	68	70	69	67	70
Lowest 25% - Reading	63	74	65	53	61
Lowest 25% - Math	52	62	60	53	49
Total Points	541	618	591	563	536
School Grade	A	A	A	A	A

As we look at the FCAT data, there is a noticeable downward trend in each category that we need to reverse.

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

Imperial Estates has an unusual mixture of demographics in our student population beyond just the statistics. We have a half our students who enter school with an extensive vocabulary , a myriad of books read to them and life experiences that lead them to classroom success but the other half of our students enter with limited vocabulary, few book s read to them and life experiences that do not go beyond their own neighborhood. This situation presents a challenge to our teachers as they have a very divergent group of learners.

Currently our teachers at every grade level are confident and well versed teaching reading with differentiation of instruction. Administration frequently observes teacher’s differentiated student’s content, process and product to be able to instruct them on their level of need while still covering the expected standards. We have emphasized the need to work especially hard with those students in the lowest 25% through small group instruction, ii, and walk to intervention time. While all of these strategies are implemented during the student day, it has had limited success in helping the lowest 25% catch up to their peers.

Last year recognizing that our math scores continued to need improvement the Assistant Principal with three teacher leaders implemented a math PLC that met monthly to discuss and analyze various practices taking the strategies back to the classroom for implementation. Through this process as well as the implementation of “Math Talks”, the continuation of journaling in math class, and the beginning of differentiation of math instruction we have begun to see improvement in our student’s math skills. However this PLC consisted mostly of our primary grade level teachers so the success has yet to reach our FCAT level students.

Writing has mostly been emphasize during language arts time in the classroom although last year we did begin to move toward writing across all curriculum areas with the expectation of journaling in all subjects. We have used four square writing to help our youngest students organize their thoughts and then moved to using Melissa Forney’s strategies of writing with our fourth grades. Unfortunately writing has not been as much of a focus in fifth and sixth grades although arguable should be as students need to continue to prepare to write on another technical and persuasive level. We had used a “Write on Wednesday” model for our students, but feel that is more of a focus on narrative or expository writing when common core is going in a direction of comparative and supportive writing.

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

Marzano, Max Thompson, and Math Solutions encourage the use of differentiated instruction, graphic organizers, vocabulary expansion and summarizing. Since 95% of students are strong visual learners according the Learning Focus Group, students need to see non-verbal representation, visual organizers across the curriculum. These strategies when implemented and embedded into daily instruction will enable students to extend their thinking and apply acquired skills to all tasks presented to them.

Differentiation of instruction should be inclusive of content, process and product. We have seen that small group instruction which includes varying the content of each lesson is helpful when scaffolding student learning, but process and products should also vary to tap into students learning modalities, strengths, interests and abilities. This year because we have ventured into the differentiation of student interaction time, our teachers will begin to tackle differentiation of centers and students products to reflect mastery of skills. Again the challenge area being math, we will continue to meet as a PLC and collaborate so that our teachers and students will benefit by the various ideas that work in the classroom.

Summarizing is a skill that the Learning Focused Group acknowledges is the second most successful strategy when implemented on a regular basis in the classroom that will promote student achievement. Summarizing is not only a formative assessment tool used to check for student understanding of the content covered in the class but also asks students to express their ideas, reinforce their thinking and use their writing skills. This is a simple strategy that can be used in every classroom.

Since our students have various levels of vocabulary and being that we have in the past emphasized vocabulary building mostly in reading we have come to realization through Max Thompson that we must practice this strategy in a new way. We need to present new vocabulary to our students prior to the time in which they are expected to apply the information. Our word walls need to have fewer words and be color coded by subject as well as being a fluid list of words where our students use, apply and master during that respective unit. This strategy is recognized as the third high yield strategy from the Learning Focus Group and one that students of poverty and students with disabilities need to be more successful in the classroom.

As most students are visual learners the use of advanced organizers and non-verbal representation will be helpful to them in such a way as to tap into the ability to organize their thoughts before students read or write. Thinking Maps coupled with the types of organizers used by the Learning Focus Group will enable teachers to build a stronger understanding with students prior to a lesson as well as within a lesson.

Each of these aforementioned strategies is recognized as the top high yield strategies for student success both by Marzano and Max Thompson's groups. Therefore the teachers of Imperial Estates will be expected to use these best practices on a daily basis and within each area of study.

**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?)*

Accelerated learning is a high-yield strategy that builds a foundation at the forefront of learning through the development of prior knowledge, vocabulary and use of visual organizers. By using this strategy 2 to 3 times a week in each classroom at all levels, we expect that our students will reflect gains specifically in reading with residual results in other subjects.

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

<b>Barrier</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>Budget</b>	<b>In-Process Measure</b>
1. Time	1. Incorporate the use of Walk to Intervention throughout the school.	Classroom teachers	Daily	\$0	Formative and summative assessments
2. Professional Development	2. Train teachers in the use of accelerated learning.	Principal	1 <sup>st</sup> Semester	\$100	Inservice records, teacher lesson plans
3. RtI – documentation is cumbersome	3. Ensure that remediation continues for struggling students.	Classroom teachers, RtI Lead	All year	\$0	Ongoing progress monitoring, RtI documentation
4.)ASP- inability to procure teacher during the school day	4.)Before school academic support for 3rd grade	Classroom Teachers	Oct. - April	\$1617	Attendance; program feedback

## EVALUATION – Outcome Measures and Reflection

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

In 100% of the classrooms at Imperial Estates, scaffolding, previewing and activating strategies will be occurring 2 to 3 times a week in every subject. The teachers will be surveyed to get feedback on the ease of implementation, need for additional support and expected success.

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

As a result of using accelerated learning, the students will show an increase of 15% in learning gains as reflected on the summative tests of FCAT and AP3 FAIR. In addition, our Spring 2013 FCAT scores for the lowest 25% should improve to 85% of students making learning gains as well as increase the number of students achieving high standards to 85%. Based on teacher observation, improvements in student confidence and self-esteem will occur as students are more successful in the classroom.

### **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?)*

Differentiated instruction and centers along with math talks and journaling will be consistently implemented across all grade levels during math block. Administration will observe the use of these strategies 2 to 3 times a week in each classroom.

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

<b>Barrier</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>Budget</b>	<b>In-Process Measure</b>
1. Professional Development	1. Continue with math PLC.	Assistant Principal, Math Contacts, Lead Teachers	Year-long	\$500 (grant application)	Agendas, attendance logs, follow-up best practice sharing at faculty meetings
2. Time Management	2. Model time management, share ideas, teacher-to-teacher observation.	Classroom teachers	Year-long	\$0	Plan books, observation feedback
3. Center	3.	Classroom	Year-long	\$0	E-mail

Ideas	Collaboration amongst colleagues and grade levels to share ideas, websites and materials.	teachers			communication, best practices sharing at faculty meetings
4. Change of standards to Common Core	4. Primary teachers meet monthly to plan instruction using Common Core standards. They will also attend district workshops.	Primary classroom teachers	Year-long	\$0	Teacher plan books, inservice reports
5. ASP – inability to procure teacher during the school day	5. Before School Academic support for 3 <sup>rd</sup> through 6 <sup>th</sup>	Classroom teachers	Oct. - April	\$6468	Attendance; program feedback
6. Need more assistance to reinforce math skills	6. Before school tutoring on an as need basis for students in 3 <sup>rd</sup> -6 <sup>th</sup> grades	6 <sup>th</sup> grade teacher, parent volunteers and 6 <sup>th</sup> grade students	October – April Tuesday & Thursdays	\$0	Parent and student feedback

## EVALUATION – Outcome Measures and Reflection

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

In 100% of the classrooms at Imperial Estates, differentiation of instruction in math will be occurring 2 to 3 times a week in math. Journaling and discussion will also take place daily to reinforce the student's math skills. The teachers will be surveyed to get feedback on the ease of implementation, need for additional support and expected success.

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

As a result of using differentiated math instruction, the students will show an increase of 16% in high standards and 26% increase in learning gains, and 34% increase in our Lowest 25% students as reflected on the Spring 2013 FCAT and district assessments. Classroom student surveys will indicate that the use of differentiated instruction was beneficial to them.

**CONTENT AREA:**

<input type="checkbox"/> Reading	<input type="checkbox"/> Math	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Parental Involvement	<input type="checkbox"/> Drop-out Programs
<input type="checkbox"/> Language Arts	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Arts/PE	<input type="checkbox"/> Other:		

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

Due to the more rigorous expectations on FCAT Writes, which includes spelling and writing conventions, the students of Imperial Estates will be expected to practice these skills specifically as they write across the curriculum. In addition, the high-yield strategy of grade-level summarizing will be utilized in every classroom in each subject area.

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

<b>Barrier</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>Budget</b>	<b>In-Process Measure</b>
1.none	1. Summarizing will occur in all curriculum areas	Classroom Teacher	Year - long	\$0	Growth in district writing assessment results; Spring FCAT results
2.none	2. Grading practices will include the evaluation of grammar and mechanics	Classroom Teacher	Year-long	\$0	Growth in district writing assessment results; Spring FCAT results

**EVALUATION – Outcome Measures and Reflection**

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

In 100% of the classrooms at Imperial Estates, summarizing, journal response and other writing activities will be utilized to reinforce writing skills, spelling and conventions. Student feedback in the form of conferencing and edited work will enable the teacher to develop solid writing skills building the foundation to successful writing.

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

As a result of reinforcing the fundamentals of writing, the students will show an increase of 21% in high standards (3.5 or higher) as reflected on the Spring 2013 FCAT Writes, as well as district assessments. Based on observations, teachers will be able to communicate a level of satisfaction with student improvement in writing.

# APPENDIX A

(ALL SCHOOLS)

1. Reading Goal	2012 Current Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)</small>	2013 Expected Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)</small>
<b>Anticipated Barrier(s):</b> 1. Time 2. Professional Development 3. RtI		
<b>Strategy(s):</b> 1. Incorporate the use of Walk to Intervention throughout the school. 2. Train teachers in the use of accelerated learning. 3. Ensure that remediation continues for struggling students.		
<b>FCAT 2.0</b> Students scoring at Achievement Level 3  <b>Barrier(s):</b> 1. Extra time for intensive instruction beyond the 30 minute iii. 2. Lack of prior knowledge and experience with our impoverished students.  <b>Strategy(s):</b> 1. Academic Support Program provided during the school day. 2. Utilize personnel to assist particularly needy populations. 3. Use of acceleration.	27% 89 students out of 335	50% = 166 students scoring Level 3
<b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Reading  <b>Barrier(s):</b> none  <b>Strategy(s):</b> 1.	100% scored Level 6 (1 out of 1 student)	100% = 1 student to maintain current level
<b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Reading  <b>Barrier(s):</b> More time spent remediating Lowest 25%  <b>Strategy(s):</b> 1. Continue Literature Circles during iii	45% 152 out of 335	50% = 166 students scoring Levels 4/5
<b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Reading  <b>Barrier(s):</b>  <b>Strategy(s):</b> 1.	None	
<b>Florida Alternate Assessment:</b> Percentage of students making learning Gains in Reading	0%	100%

<p><b>Barrier(s): none</b></p> <p><b>Strategy(s):</b> 1.</p>		
<p><b>FCAT 2.0</b> Percentage of students in lowest 25% making learning gains in Reading</p> <p><b>Barrier(s):</b> 1. Extra time for intensive instruction beyond the 30 minute iii. 2. Lack of prior knowledge and experience with our impoverished students.</p> <p><b>Strategy(s):</b> 1. Academic Support Program provided during the school day. 2. Utilize personnel to assist particularly needy populations. 3. Use of acceleration.</p> <p><b>Florida Alternate Assessment:</b> Percentage of students in Lowest 25% making learning gains in Reading <b>Barrier(s): none</b></p> <p><b>Strategy(s):</b> 1.</p>	<p>63% of the lowest 25% made learning gains in Reading</p> <p>0%</p>	<p>100% of the lowest 25% making learning gains in Reading</p> <p>100%</p>
<p><b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</b></p> <p><b>Baseline data 2010-11:</b></p>		
<p><b>Student subgroups by ethnicity NOT making satisfactory progress in reading :</b></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>17% white</p> <p>63% black</p> <p>39% Hispanic</p>	<p>Enter numerical data for expected level of performance</p> <p>9% white</p> <p>33% black</p> <p>20% Hispanic</p>
<p><b>English Language Learners (ELL) not making satisfactory progress in Reading</b></p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b> 1.</p>	<p>80%</p>	<p>40%</p>
<p><b>Students with Disabilities (SWD) not making satisfactory progress in Reading</b></p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b> 1.</p>	<p>49%</p>	<p>25%</p>
<p><b>Economically Disadvantaged Students not making satisfactory progress in Reading</b></p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b> 1.</p>	<p>43%</p>	<p>22%</p>

## Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
"Acceleration" of at-risk students	2012-2013	Agendas, plan books, learning maps, FCAT results
Thinking Maps for new teachers	2012-2013	Plan books, classroom observations

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
2012 Current Percent of Students Proficient in <b>Listening/ Speaking:</b> 40% (6 out of 15)	Time	More instruction	Guidance Counselor/MTS S meetings, LEP committees, classroom assessments
2012 Current Percent of Students Proficient in <b>Reading:</b> 13% (2 out of 15)	Time	More instruction	Guidance Counselor/MTS S meetings, LEP committees, classroom assessments
2012 Current Percent of Students Proficient in <b>Writing:</b> 13% (2 out of 15)	Time	More instruction	Guidance Counselor/MTS S meetings, LEP committees, classroom assessments

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)
<b>Anticipated Barrier(s):</b> 1. Professional Development 2. Time Management 3. Center Ideas 4. Change of Standards to Common Core State Standards		
<b>Strategy(s):</b> 1. Continue with math PLC. 2. Model time management, share ideas, teacher-to-teacher observation.		

<p><b>3.</b> Collaboration amongst colleagues and grade levels to share ideas, websites and materials.</p> <p><b>4.</b> Primary teachers meet monthly to plan instruction using Common Core standards. They will also attend district workshops.</p>		
<p><b>FCAT 2.0</b> Students scoring at Achievement Level 3 <b>Barrier(s):</b> 1. <b>Time to convene a math block or more than 45 minutes</b> <b>Strategy(s):</b> 1. <b>Morning math support (before school)</b></p>	27% = 91 students out of 335	50% = 180 students scoring Level 3
<p><b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Mathematics <b>Barrier(s):</b> <b>Strategy(s):</b> 1.</p>	100% scored Level 4 (1 out of 1 student)	100% = 1 student to maintain current level
<p><b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Mathematics <b>Barrier(s):</b> <b>Strategy(s):</b> 1.</p>	45% = 117 students out of 335	50% = 179 students scoring Levels 4/5
<p><b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Mathematics <b>Barrier(s):</b> <b>Strategy(s):</b> 1.</p>	None	
<p><b>Florida Alternate Assessment:</b> Percentage of students making learning Gains in Mathematics <b>Barrier(s): none</b> <b>Strategy(s):</b> 1.</p>	0%	100%
<p><b>FCAT 2.0</b> Percentage of students in lowest 25% making learning gains in Mathematics <b>Barrier(s): Need for differentiation of instruction</b> <b>Strategy(s):</b> 1. <b>Instruction and centers will be differentiated to meet all student levels.</b></p>	51%%of the lowest 25% made learning gains in Math	100% of the lowest 25% making learning gains in Math
<p><b>Florida Alternate Assessment:</b> Percentage of students in Lowest 25% making learning gains in Mathematics <b>Barrier(s): none</b> <b>Strategy(s):</b> 1.</p>	0%	100%

<b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</b>			
<b>Baseline Data 2010-11:</b>			
<b>Student subgroups by ethnicity :</b>	<u>White:</u> → <u>Black:</u> → <u>Hispanic:</u> → <u>Asian:</u> → <u>American Indian:</u> →	29% white 70% 36% Hispanic	14% white 35% black 18% Hispanic
<b>English Language Learners</b> (ELL) not making satisfactory progress in Mathematics		60%	30%
<b>Students with Disabilities</b> (SWD) not making satisfactory progress in Mathematics		56%	28%
<b>Economically Disadvantaged</b> Students not making satisfactory progress in Mathematics		50%	28%

### Mathematics Professional Development

<b>PD Content/Topic/Focus</b>	<b>Target Dates/Schedule</b>	<b>Strategy(s) for follow-up/monitoring</b>
Continuation of Math PLC	2012-2013	Agendas, plan books, classroom assessments
Development of Math PLC for intermediate teachers	2012-2013	Agendas, plan books, classroom observations

<b>Writing</b>	<b>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>
<b>Barrier(s):</b> none  <b>Strategy(s):</b> 1.		
<b>FCAT:</b> Students scoring at Achievement level 3.0 and higher in writing	80% scored 3.0 or higher	80% of students will score 4.0 or higher
<b>Florida Alternate Assessment:</b> Students scoring at 4 or higher in writing	100%	100%

<b>Science Goal(s) (Elementary and Middle)</b> <b>1.</b>	<b>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>
<b>Barrier(s):</b> <b>1. Time to properly use inquiry-based instruction</b>  <b>Strategy(s):</b> <b>1. Integrate science curriculum with math and reading in the primary grades.</b>		
Students scoring at Achievement level 3 in Science:	42% of students scored Level 3 (44 out of 106 students)	55% = 46 students scoring Level 3
<b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Science	None	100% = 1 student
Students scoring at or above Achievement Levels 4 and 5 in Science:	25% of students scored Level 4/5 (27 out of 106 students)	45% = 45 students scoring Level 4/5
<b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Reading	None	0%

*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 its 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, each grade level was assigned a MTSS administrator to oversee the intervention process, documentation and referral to Child Study Team.**

**PARENT INVOLVEMENT: During the 2011-2012 school year, 10,489 volunteer hours were documented. Imperial Estates benefits tremendously from the parent involvement in classroom, special events and assistance in other capacities on campus.**

**ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies) Imperial Estates maintains the district average of 95% attendance. To improve the attendance of students with habitual absences, during school year 2011-2012 our guidance counselor counseled students and families.**

**SUSPENSION: During the 2011-2012 school year, Imperial Estates had 116 incidences of resulting in suspensions. This was a total of 340 school days. Unfortunately though these are intense statistics it was a result of a very small percentage of students who were in our EBD unit or frequently in trouble because of the lack of self-control.**