

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Area:

South Area

Harbor City Elementary School

Principal:

Area Superintendent:

Dr. Mark Mullins

Christine Moore

SAC Chairperson:

Coleen Ward

Superintendent: Dr. Brian Binggeli

Mission Statement:

Our purpose is to create a safe environment where students are inspired to be lifelong learners and where everyone makes a difference.

Vision Statement:

*Students who rise above;
Teachers who go beyond.*

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)*

Starting last year in 2011/12 and continuing through 2014/15, every aspect of what and how we assess students has or is changing; the standards have moved from Sunshine State to Next Generation and on to Common Core, the levels on FCAT 2.0 reading and math have been adjusted, the scoring system altered and the content made more challenging, the rubric for grading writing has increased attention to conventions, and paper and pencil tests are being replaced with computer-based testing (CBT). The transition to the full implementation of FCAT 2.0 will be complete in the Spring of 2013. Beginning 2014/15, we will begin to use the PARCC assessments in place of the FCAT 2.0. As we look at our data in chunks of three –year spans, we must make sure to review the landscape in which the tests were given. Last year, we gave the FCAT 2.0 (testing the Next Generation Sunshine State Standards) for the second time, but with the unadjusted scores (the previous year, scores were adjusted to better compare with the previous year's scores), we gave CBT tests for the first time in the sixth grade and writing was scored with a more stringent rubric.

Our overall demographics have remained fairly consistent over the past three years with our free and reduced lunch rate at 70% , ELL population at 20% and our minority rate at 35%.

Reading

As a whole school, from 2009/10 to 2011/12, we showed a decline in our students performing at or above grade level on FCAT, from 79% to 67%. There is no one subgroup that showed a decline significantly more or less than the other, this was a general trend across all subgroups. The teachers expressed dissatisfaction with interruptions during the 90 minute reading block, the curriculum used with our Rtl students, and our ESE delivery model.

From 2009/10 to 2011/12, we showed an upward trend with our students having learning gains from 63% to 67% and finally to 69%.

From 2009/10 to 2011/12, our students in our bottom quartile have moved learning gains from 43% to 71% to 69% over the three years.

In reviewing our Differentiated Accountability Program Report based upon the administration of the DRLAs, in every grade level, economically disadvantaged students scored below their same grade peers. In the 3rd, 4th and 6th grade, black students scored below their same grade peers. In the 5th grade Hispanic students scored below their same grade peers. Minority groups need to be monitored more closely, as they often don't show up as an official subgroup based on the size, or lack thereof, of the group.

Math

From 2009/10 to 2011/12, we showed a decline in our students performing at or above grade level on FCAT, from 74% to 63%. In reviewing the master schedule, many grade level math blocks did not conform to the district recommendations.

From 2009/10 to 2011/12, we showed a decrease in learning gains from the year prior, but still showing an overall increase over three years, from 63% to 74%.

From 2009/10 to 2011/12, we again showed a decrease in the bottom quartile learning gains from the year prior, but still showing an overall increase over three years, from 54% to 63%.

In reviewing our District Math Benchmark Assessments, in all grade levels our economically disadvantaged students did not show as much growth as their same age peers scoring. Economically disadvantaged students scored, on average, 3% lower on their same age peers on the EOY assessment. Our black students scored significantly lower on the EOY District Math Benchmark Assessment, scoring, on average, 20% lower than their same age peers in grades 3rd – 5th.

Writing

Our writing scores on the FCAT Writing Assessment showed a significant decrease from the year prior going from 91% to 79%. Much of this decline is attributed to the new testing rubric.

Science

From 09/10 to 11/12, we showed a decrease in students at or above grade level from the year prior on FCAT, but still showing an overall increase over three years, from 60% to 62%.

Attendance

Absenteeism continues to be an issue, which research supports is a contributor to low achievement. Several changes, including calling the parent of every absent student daily, putting articles in every newsletter, sending home copious warning letters and rewarding good attendance, were put in place which had little impact on first semester's attendance rate. However, 2nd semester our attendance rates showed an improvement each month over the previous year's attendance rates. The combined semesters showed a .20% improvement over the previous year.

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

*There is a commonly held belief that an inextricable relationship between poverty, ethnicity and academic achievement exists. This belief seems to be the foundation on which many build their student expectations, and thus their resulting achievement, upon. So much so, that when data challenges it, educators find it difficult to believe and even more difficult to accept they can achieve these themselves. However, the literature supports that the KEY VARIABLE in student achievement is not race or poverty or the fullness of the moon; it is the **quality of the teaching in the classroom** (Haycock, Educational Trust). In the 90/90/90 research conducted by the Performance Assessment Center, headed by Dr. Douglas Reeves, schools with 90% poverty, 90% minority and 90% at or above grade level achievement were studied over a four year period of time (Reeves, 1998). As a result, five characteristics that were common to all 90/90/90 Schools were found. These characteristics are:*

- A focus on academic achievement*
- Clear curriculum choices*
- Frequent assessment of student progress and multiple opportunities for improvement*
- An emphasis on nonfiction writing*
- Collaborative scoring of student work*

Based on the findings from Dr. Reeves 90/90/90 research, as well as supporting research from Dr. Robert Marzano, MCREL and the Pew Education Forum projects, Dr. Max Thompson developed the Balanced Achievement Model. Balanced Achievement is an organizational model that ensures all students, in all sub-groups, and in all subject areas, are achieving on grade level or above (Thompson & Thompson, 2000). The six elements of the Balanced Achievement Model are:

- 1. Leadership: Leading with a consistent and pervasive focus*
- 2. Curriculum: Prioritizing and mapping a curriculum that is standards driven with maps that are used to plan*

learning experiences (KUD unit organizers) and are used with students to guide their learning (Student Learning Maps).

3. *Research-Based Instruction: Connecting five or more of the most effective learning strategies and exemplary practices in every lesson (EATS Lesson Planner, Essential Questions, Summary Point Writing)*
4. *Integrated Literacy K-12: Integrating literacy instruction in every subject, every grade and every day (KUD Unit Organizer with reading/writing standards and reading emphasis)*
5. *Catching Kids Up with Acceleration and Scaffolding: Accelerating learning for struggling students with previewing, Activating Strategies, Advance Organizers and specific Vocabulary Strategies.*
6. *Assessment*

Our greatest challenge in implementing the Balanced Achievement Model with consistency and making it pervasive throughout the school will be battling that common belief that nothing we do will impact the link between poverty and achievement. However, if these new practices are “widely accepted and implemented by teachers, seen as meaningful by students and supported by parents and communities” improved student outcomes will result (Levin & Wiens, 2003).

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

As we study our current data analysis as well as what research tells us, we must also reflect upon our current practice and how it relates to “best practice”. Throughout School Year 2011/12, our focus was on process – how to research, write and implement each individual teacher’s professional development plan. Because we were learning the process, each teacher chose an area unique to them and their comfort level with varying results. However, there was no central focus throughout the building. Upon reflection, one major lesson-learned from last year was our general lack of understanding about how to translate research into results or product. This year our goal is to marry the process of professional development to the product of student achievement. We will do this through the consistent and pervasive implementation of the Learning Focused Balanced Achievement Model. Last year, teachers spent time observing other teachers and reflecting upon their own practice. This year, we will continue this practice but also build in multiple extended periods of time for teachers to get together and collaborate on backwards-design units, lessons using extended thinking skills, student learning maps, and assessments which meet or exceed state standards.

As we reviewed the students in each subgroup and how we served them, we took a long hard look at our master schedule and delivery service model. We found that many students missed core instruction due to multiple pull-outs, that ESE teachers were finding their attention fractured by working with RtI students and that teachers were having difficulty providing on-grade level students with the instruction needed to extend their learning. After months of planning, we developed a master schedule that addresses many of those problems, are implementing a new curriculum across all grade levels for RtI, and a new delivery service model and philosophy with our exceptional education students.

Over the summer, a group of teachers met to brainstorm how we can help our students living in poverty – another subgroup that routinely score below grade level. Although many of these students fell into our ESE or RtI groups, we knew we need to focus more on the school-home connection. We decided to address three key influencing factors in 2012/13 – attendance, disenfranchisement, and social needs.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
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Language Arts	Social Studies	Arts/PE	Other:		
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School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Harbor City Elementary will adopt the Balanced Achievement Model and will begin to implement it over the course of three years. In Year 1, Harbor City will focus on beginning to learn how to develop learning focused units including Essential Questions, developing quality assessments with year-end higher order question targets, developing student learning maps and using three or more connected learning strategies in each lesson; Year 2 will be focused on the consistent and pervasive implementation of the identified aspects of the Balanced Achievement Model, as well as the analysis of practice to identify strengths and weaknesses; Year 3 will be the full implementation of the identified aspects of the Balanced Achievement Model, as well as the analysis of the next steps to add to fortify our efforts in providing persistent and consistent quality instruction in our classrooms.

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. Low attendance and high tardy rates may result in lower achievement than is expected.	1. Continue daily attendance phone calls	Front Office Clerk	Daily	.00	Attendance log book
	2. Review chronic truancy issues through MTSS	Guidance Counselor	Bi-Weekly	.00	HCE Chronic Truancy Form
	3. Review social service needs through MTSS	Guidance Counselor	Bi-Weekly	.00	HCE Social Services Form
	4. Meet with Parent Involvement Committee to review and ensure implementation of plan; amend as needed	Title 1 Coordinator	1 time each semester	.00	Updated Parent Involvement Plan
	5. Provide mentors to students experiencing attendance issues				

<p>2. The whole Balanced Achievement Model (BAM) is made up of several interwoven, time-intensive pieces which will require thoughtful, meaningful professional development.</p>	<p>1. Develop PD Plan to teach, practice, review, and refine Balanced Achievement Model:</p> <p>Preplanning Day 1- 6 Elements of BAM 90/90/90 Research Shifts in assessment focus</p> <p>Preplanning Day 2 – KUD Organizers Assessment Evaluations Assessment Organizer Student Learning Maps</p> <p>Preplanning Day 3- Research-Based Strategies Evidence-Based Practices EATS Lesson Plan</p>				
<p>3. Implementation of Balanced Achievement requires extended time to plan and collaborate with peers.</p>	<p>1. Develop calendar allowing for extended (3 hour) planning time 6 times across the year (3 days each semester, each team)</p> <p>Extended Planning 1 – KUD or EATS Focus</p> <p>Extended Planning 2 - KUD and Assessment Focus or Student Learning Map Focus</p> <p>Extended Planning 3 - KUD, Assessment, and Student Learning Maps with EATS Focus</p> <p>Extended Planning 4 – 6 – Putting all the pieces together in different content areas</p>				

EVALUATION – Outcome Measures and Reflection

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

During the 2012-2013 school year, the professional practices Harbor City Elementary will be focusing on and measuring are the connection of 3 or more strategies within each lesson (**Essential Questions, Writing to Learn**) leading to extended thinking skills, the highest of the “High Yield” strategies delineated by Marzano, and the implementation of the Balanced Achievement Model (PGP).

Two strategies will be evident in 100% of our classes: the use of **Essential Questions** which combines the Marzano strategies of *summarizing*, *vocabulary in context* and the use of *advanced organizers* and **Writing to Learn** which combines the Thompson’s High Impact – Rapid Response Practices of *vocabulary in context*, *summarizing*, and *writing to raise achievement*. The expectation for year 1, is that **by the end of the year 100% of HCE teachers will implement Essential Questions in 1 of the core content areas for each unit and will implement Writing to Learn in every core content area in every lesson**. Implementation of both Essential Questions and Writing to Learn will be evidenced by two days of participation in pre-planning in-service followed by in-class demonstration of use of strategies, periodic classroom walkthroughs, portfolio documentation, end of the year survey and administrative feedback on Pinpoint.

In addition to the school-wide focuses, each **teacher will pick one area of the Balanced Achievement Model to develop and implement for their own personal Professional Growth Plan**. The five areas include developing KUD (Know/Understand/Do) Unit organizers using the new Common Core Standards, developing common formative and summative assessments using the new guidelines for percentage of higher order questions, developing Student Learning Maps, using the EATS Lesson Plan to focus lessons with activating, acceleration, learning and summarizing strategies, or using acceleration as well as remediation in working with students significantly below grade level. In addition to following district IPPAS guidelines, implementation of individual Professional Growth Plans will be evidenced by participation in two days of participation in pre-planning in-service, participation in four professional learning community meetings grouped by PGP topic and two artifact meetings to show evidence of impact of PGP on student learning. Quantitatively, PGPs will also be measured using the district rubric for both development and implementation.

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

The goals Harbor City Elementary listed in Appendix A are all based our 2011/12 performance on the different areas of the FCAT and the percentile gain expected after three years of full implementation of the Balanced Achievement Model. According to research, the full benefit of integrating all of the strategies improves achievement scores as much as 45%. Based on our visit with Bushnell Elementary School, in their 7th year of BAM implementation, this improvement was seen in year 6 of full implementation. According to the principal and district personnel, including the Elementary Director and Director of Staff Development, this kind of improvement can only happen when learning focused becomes the “way the school does business”. Based upon the six-year model demonstrated by Bushnell Elementary and the research-based expectation, it is our expectation that in our 3rd – 6th grade students will demonstrate a 21% gain in achievement in our first

three years. We also expect each of our subgroups to demonstrate the same percentage gain over their previous year's achievement. Qualitatively, all Harbor City Elementary students will experience Writing to Learn activities demonstrating their ability to problem solve and express themselves in writing across all content areas. Samples of Writing to Learn will be gathered during artifact meetings in order to review, reflect and use to help students progress to ever increasingly more sophisticated writing tasks. Each teacher will participate in two student artifact meetings related to their PGPs. As each teacher's PGP is linked to this School Improvement Plan, these meetings will be another way to review qualitative measures the teachers are using to review their PGP effectiveness.

APPENDIX A

(ALL SCHOOLS)

1. Reading Goal Reading goals have been addressed within our school based objective	2012 Current Level of Performance	2013 Expected Level of Performance	2014 Expected Level of Performance	2015 Expected Level of Performance
FCAT 2.0 Students scoring at Achievement Level 3	29% (60)	34% (69)	39% (79)	43% (88)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading	0			
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading	37% (76)	39% (79)	41% (83)	43% (88)

Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	100% (1)			
Florida Alternate Assessment: Percentage of students making learning Gains in Reading	100% (1)			
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading	66% (26)	73% (37)	80% (41)	87% (44)
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading	n/a	n/a	n/a	n/a
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline data 2010-11:				
Student subgroups by ethnicity NOT making satisfactory progress in reading : White: Black: Hispanic:	32 50 23	23 57 32	21 52 28	19 46 25
English Language Learners (ELL) not making satisfactory progress in Reading	NA	NA	NA	NA
Students with Disabilities (SWD) not making satisfactory progress in Reading	60	52	46	41
Economically Disadvantaged Students not making satisfactory progress in Reading	40	32	29	26

Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Learning Focused Overview Day 1: 6 Elements of Balanced Achievement Patterns of 90/90/90 Schools Day 2: KUD Organizer Assessment Organizer Student Learning Maps Day 3: Marzano Strategies EATS Lesson Plans	August 2012	Highlight one aspect during each of the extended planning sessions to be demonstrated in classroom walk-throughs and artifact meetings.

Writing to Learn	September	Highlight in each of the September faculty meetings along with weekly articles and strategies to incorporate Writing to Learn in each lesson. Strategy will be monitored through classroom walk-through and artifact meetings.
Essential Questions	October	Highlight in each of the October faculty meetings along with weekly articles and strategies to incorporate Writing to Learn in each lesson. Strategy will be monitored through classroom walk-through and artifact meetings.
PGP PLCs	Nov/Dec Feb/Mar	Teachers will be divided into PGP focus PLCs. Each PLC will respond to PD needs survey. Requested PD will be delivered, discussed and reflected upon in quarterly PLC Mtgs. Two artifact meetings will be held to demonstrate professional growth.
CCSS	Monthly	One faculty meeting (November – April) will focus on unpacking the CCSS standards using the Learning Focused KUD organizer.

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
2012 Current Percent of Students Proficient in Listening/Speaking: 62.5		ESOL strategies used by teachers	Administration
2012 Current Percent of Students Proficient in Reading: 25		ESOL Assistant 30-45 minute daily instruction	ESOL Assistant
2012 Current Percent of Students Proficient in Writing: 43.75			

1. Mathematics Goal(s): Math Goals addressed within school-based objective.	2012 Current Level of Performance	2013 Expected Level of Performance	2014 Expected Level of Performance	2015 Expected Level of Performance
FCAT 2.0 Students scoring at Achievement Level 3	33% (68)	36% (73)	39% (80)	41% (84)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics	0			
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics	27% (57)	32% (65)	36% (73)	40% (81)
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics	100% (1)			
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics	100% (1)			
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics	60% (31)	67% (34)	74% (38)	81% (41)
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics				
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11:				
Student subgroups by ethnicity NOT making satisfactory progress in math :				
White:	36	29	26	23
Black:	67	47	42	37
Hispanic:	33	42	37	33
English Language Learners (ELL) not making satisfactory progress in Mathematics	NA	NA	NA	NA
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	60	50	45	40
Economically Disadvantaged Students not making satisfactory progress in Mathematics	43	41	37	33

Mathematics Professional Development

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

Writing Goal(s): 1. Writing Goals addressed within school-based objective.	2012 Current Level of Performance	2013 Expected Level of Performance	2014 Expected Level of Performance	2015 Expected Level of Performance
FCAT: Students scoring at Achievement level 3.0 and higher in writing	79%			
Florida Alternate Assessment: Students scoring at 4 or higher in writing	n/a			

Science Goal(s): 1. Science Goals addressed within school-based objective.	2012 Current Level of Performance	2013 Expected Level of Performance	2014 Expected Level of Performance	2015 Expected Level of Performance
Students scoring at Achievement level 3 in Science:	43% (21/49)	47% (23/49)	51% (25/49)	54% (26/49)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science				
Students scoring at or above Achievement Levels 4 and 5 in Science:	16% (8/49)	19% (10/49)	22% (11/49)	26% (13/49)
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	n/a			

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. Mentor Program	Doug Blount	May 2013
2. Consistent/Persistent Focus	Chris Moore	On-going

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
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)

MTSS Leadership Team includes the principal, assistant principal, counselor, Title 1 Coordinator, school psychologist, staffing specialist, behavior analyst, school social worker and representatives from each grade level. HCE changed the master schedule to put more personnel in smaller groups to work with students needing tier 2 and 3 interventions. Additionally, every teacher was in-serviced on how to enter and monitor interventions. Bottom quartile groups were identified, as well as students who, although not in the bottom quartile, needed a tier 2 intervention. Our Reading Coach and Title 1 coordinator continue to analyze data and develop viable interventions.

PARENT INVOLVEMENT:

The summer preceding the 2012/13 school year a group of teachers, administrators, the Title 1 Coordinator and a district representative met to review in what areas we needed to improve to ensure that our parents were a vital member of our HCE family. An action plan was generated from this meeting. The media center continues to be open to parents for book check-out to encourage family-school reading connection.

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

HCE continues to have a lower than district average attendance rate. Currently we are in the bottom quartile of the district with an average daily attendance of 95.62%. We put several initiatives in place that did improve our attendance overall last year, which we will continue throughout 2012/13. We will continue to be diligent in working with families, the district and the legal system to ensure our students attend school daily.

SUSPENSION:

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.)