

# Brevard County Public Schools School Improvement Plan 2012-2013

**Name of School:**

Coquina Elementary School

**Area:**

North Area - 3

**Principal:**

Katrina Hudson

**Area Superintendent:**

Dr. Ronald Bobay

**SAC Chairperson:**

Stephanie Weaver

**Superintendent: Dr. Brian Binggeli**

**Mission Statement:**

It is the mission of the Coquina Elementary School community to develop students as thinkers, problem-solvers and communicators. All will work to ensure maximum achievement in reading, writing, science and math for every student.

**Vision Statement:**

The Coquina Elementary School staff strives to be a collaborative, professional learning community that supports continuous achievement.

# 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)*

In reviewing FCAT AYP data from the last three years, a downward trend in students meeting high standards is evident. The percentage of students meeting high standards declined from 81% to 55% in Reading, 73% to 52% in Math, 98% to 75% in Writing and 53% to 43% in Science. The percentage of students making learning gains declined from 73% to 66% in Reading while increasing from 64% to 77% in Math. The percentage of students in the lowest 25% making learning gains declined from 71% to 68% in Reading while increasing from 62% to 84% in Math.

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

This prior year Coquina focused on the implementation of collaborative teams with an emphasis on disseminating trainings throughout the faculty. Teachers met in their teams monthly to discuss students as related to our school year focus strategies from Robert Marzano's Classroom Instruction that Works. Our teams consisted of teachers from multiple grade levels.

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

Research states that the most important factor affecting student learning is the teacher. Teachers need a repertoire of strategies with a positive effect size so that what they are able to do instructionally has a reasonable chance of getting positive results. Additionally, effective teachers demonstrate a core cluster of research-based instructional best practices that aide them in being effective. If we focus on high effect size strategies, research states student achievement increases. Therefore, Coquina will continue to spend the next few years becoming experts on research-based high effect size instructional strategies. Coquina Elementary will utilize three additional strategies from the nine research-based instructional strategies that can be linked to higher student achievement from Robert Marzano's Classroom Instruction that Works. We will link these strategies with our focus on higher order questioning strategies. By focusing on the last three strategies and higher order questioning, the goal is to maximize teacher knowledge to implement these strategies across the curriculum.

**CONTENT AREA:**

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Math	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Parental Involvement	<input type="checkbox"/> Drop-out Programs
<input type="checkbox"/> Language Arts	<input checked="" 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?)*

Every teacher at Coquina Elementary will implement higher-order questioning strategies throughout all content areas on a weekly basis to increase student achievement at all levels.

**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>
<p>1a. Teachers do not all have knowledge of concrete strategies and/or the materials to implement higher order questioning in the classroom.</p> <p>1b. Students' lack of background knowledge will make it difficult to discuss more complex text.</p>	<p>1a. Provide teachers with the <u>Steps of Quality Questioning</u> (a standards-based reference guide for teachers).</p> <p>1b Provide posters and flip charts with higher order question stems to display and utilize in classroom in order to scaffold students from simple to more complex thinking.</p> <p>1c. Provide professional development that focuses on questioning strategies.</p> <p>1d Include complex questioning on classroom walkthrough checklist for administrators.</p> <p>1e Provide model lessons to the faculty and/or individuals as needed.</p>	Administration/ Literacy Coach	<p>1a. October 2012</p> <p>1b October 2012</p> <p>1c. On-going bi-monthly</p> <p>1d. September 2012</p> <p>1e. On-going as needed</p>	\$200.00	<p>School Instructional Calendar</p> <p>Faculty meeting agendas</p>
2. New teachers not familiar with Marzano's strategies previously implemented in the school	2. Continue PLC focus on Marzano's <u>Classroom Instruction that Works</u> in order to increase the use of strategies that generate higher	Administration/ Faculty	2. Bi-weekly PLC meetings	\$200.00	PLC response sheets

	<p>order thinking in the classroom.</p> <p>2b. Review of the six previously implemented Marzano's strategies in order to provide continuity of instruction.</p>				
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## **EVALUATION – Outcome Measures and Reflection**

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

Administrators will observe an increase in complex level questioning during classroom walkthroughs. Data will be collated from classroom walk-throughs focused on observing teacher questioning. Pre and post surveys will be used to determine knowledge of questioning strategies. Currently 17% of our teachers have adequate know of questioning strategies.

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

75% of our students will make a learning gain in reading as measured on 2013 FCAT 2.0.

# APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. Teachers at Coquina will implement higher order questioning strategies during reading instruction	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)
<b>Anticipated Barrier(s):</b> 1. Lack of complex texts		
<b>Strategy(s):</b> 1. Use social studies and science texts within the reading block 2. Use high quality literature texts within the reading block 3. Add comprehension with complex texts in small group instruction		
<b>FCAT 2.0</b> Students scoring at Achievement Level 3  <b>Barrier(s):</b> Students are unfamiliar with more complex texts and having to read in depth.  <b>Strategy(s):</b> 1. Scaffolding students from answering simple to more complex questions.	30% = 68 students	35% = 80 students
<b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Reading  <b>Barrier(s):</b> Non verbal students  <b>Strategy(s):</b>  1. Professional development on using visual resources	75% = 3	75% = 3

<p><b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p><b>Barrier(s):</b> Only 5 % of students scoring above a Level 3 scored a Level 5.</p> <p><b>Strategy(s):</b> 1. Provide students with many opportunities to answer complex questions in order to make learning gains.</p>	<p>28%=64 students</p>	<p>33%=75 students</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b> 1. Provide hands on activities for all lessons 2. Use I pad and computer programs</p>	<p>25%=1</p>	<p>50%=2</p>
<p><b>Florida Alternate Assessment:</b> Percentage of students making learning Gains in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b> 1. Provide hands on activities for all lessons 2. Use I pad and computer programs</p>	<p>50%=1</p>	<p>100%=2</p>
<p><b>FCAT 2.0</b> Percentage of students in lowest 25% making learning gains in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b> Continue to differentiate supported instruction to ensure access to complex text.</p>	<p>66%= 38 students</p>	<p>71%=41 students</p>
<p><b>Florida Alternate Assessment:</b> Percentage of students in Lowest 25% making learning gains in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b> 1. Provide hands on activities for all lessons 2. Use iPad and computer programs</p>	<p>25%=1</p>	<p>50%=2</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 style="text-align: center;">67%</p> <p style="text-align: center;">33%</p> <p style="text-align: center;">77%</p>	<p>Enter numerical data for expected level of performance</p> <p style="text-align: center;">70%</p> <p style="text-align: center;">39%</p> <p style="text-align: center;">79%</p>
<p><b>English Language Learners (ELL) not making satisfactory progress in Reading</b>  <b>Barrier(s):</b> Lack of use of current online and written resources</p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>Professional development for available resources</li> </ol>		
<p><b>Students with Disabilities (SWD) not making satisfactory progress in Reading</b>  <b>Barrier(s):</b> Students' lack of experience with complex text</p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>Students will be provided opportunities to interact with on and above grade level complex text with instructional support in whole and small group settings.</li> </ol>	27%	33%
<p><b>Economically Disadvantaged Students not making satisfactory progress in Reading</b>  <b>Barrier(s):</b> Students' lack of background knowledge, experiences, and vocabulary makes comprehension of complex text difficult</p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>Teachers will provide specific vocabulary and</li> </ol>	58%	62%

background building activities to support comprehension of new concepts within complex texts.		
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**Reading Professional Development**

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Questioning Strategies	Ongoing throughout the school year	The use of higher level questioning in the classroom. Reading coach will do follow-up trainings during grade level meeting and classroom modeling.
B.E.S.T. Training Follow-up	On-going	Grade level meetings/Classroom Walk Thrus

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
2012 Current Percent of Students Proficient in <b>Listening/ Speaking:</b> 0%=0	Lack of use of language dictionary	Purchase dictionaries in needed languages	Assistant Principal
2012 Current Percent of Students Proficient in <b>Reading:</b> 33%=2	Lack of use of current online and written resources	Professional development for available resources	Reading Coach
2012 Current Percent of Students Proficient in <b>Writing:</b> 33%=2		Professional development in the writing process	District Resource Teacher



<b>Mathematics Goal(s):</b> <b>1. Teacher at Coquina Elementary will use differentiated higher order questioning to engage and challenge all learners</b>	<b>2012 Current Level of Performance</b> <b>(Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance</b> <b>(Enter percentage information and the number of students that percentage reflects)</b>
<b>Anticipated Barrier(s):</b> 1. Lack of understanding how to apply higher order questions into math instruction	51%=118 students	55%= 128 students
<b>Strategy(s):</b> 1. Utilize Marzano's nine strategies for increasing student achievement		
<b>FCAT 2.0</b> Students scoring at Achievement Level 3 <b>Barrier(s):</b> 1. Lack of student engagement 2. Students do not make connections to real world problems.  <b>Strategy(s):</b> 1. Differentiate with higher level questioning 2. Include real world problem solving.	29%=67 students	33% =76 students
<b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Mathematics <b>Barrier(s):</b>  <b>Strategy(s):</b> 1. Include real world problem solving.	50%=2 students	75%=3 students
<b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Mathematics <b>Barrier(s):</b> Making real world connections to engage students.  <b>Strategy(s):</b> 1. Differentiate with real world problems.	22%=51 students	26%=60 students
<b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Mathematics <b>Barrier(s):</b>  <b>Strategy(s):</b> 1. Differentiate with real world problems.	0%=0 students	25%=1 student
<b>Florida Alternate Assessment:</b> Percentage of students making learning Gains in Mathematics	0%=0 students	25%=1 student

<b>Barrier(s):</b>  <b>Strategy(s):</b> 1. Differentiate with real world problems.		
<b>FCAT 2.0</b> Percentage of students in lowest 25% making learning gains in Mathematics <b>Barrier(s):</b> <b>Strategy(s):</b> 1. Continue to use strategies to differentiate instruction to maximize student engagement	66%= 32 students	71%= 34 students
<b>Florida Alternate Assessment:</b> Percentage of students in Lowest 25% making learning gains in Mathematics <b>Barrier(s):</b>  <b>Strategy(s):</b> 1. Differentiate with real world problems.	0%=0 students	25%=1 students
<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>  White:→  Black:→  Hispanic:→  Asian:→  American Indian:→	56%  30%  50%  	60%  36%  54%  
<b>English Language Learners (ELL) not making satisfactory progress in Mathematics</b>		
<b>Students with Disabilities (SWD) not making satisfactory progress in Mathematics</b>	12%	19%
<b>Economically Disadvantaged Students not making satisfactory progress in Mathematics</b>	43%	48%

## Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Continue with Marzano's Classroom Instruction that works	Ongoing	PLCs/Classroom walk thru
B.E.S.T. Training Follow-up	Ongoing	Grade level meetings/Classroom walk thru

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)
<b>Barrier(s):</b> All of 4 <sup>th</sup> grade teachers are new to 4 <sup>th</sup> grade this year. <b>Strategy(s):</b> 1. Provide support and training for 4 <sup>th</sup> grade teachers through district and school based professional development		
<b>FCAT:</b> Students scoring at Achievement level 3.0 and higher in writing	75 % = 44 students	80%= 46 students
<b>Florida Alternate Assessment:</b> Students scoring at 4 or higher in writing	100%=1	100%=1

Science Goal(s) (Elementary and Middle) 1. Teachers at Coquina will implement higher order questioning strategies during science instruction	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>Barrier(s):</b> Students struggle when using informational texts  <b>Strategy(s):</b> 1. Incorporate higher order questioning with science texts and concepts		

<b>FCAT 2.0</b> Students scoring at Achievement level 3 in Science:	25%= 15 students	30%= 18 students
<b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Science	100%=1	100%=1
<b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Science:	16%= 10 students	21%= 13 students
<b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Reading	0%=0	25%=1

<b>1.</b> <b>Science Goal(s)</b> <b>(High School)</b>	<b>2012 Current Level of Performance</b> <b>(Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance</b> <b>(Enter percentage information and the number of students that percentage reflects)</b>
<b>Barrier(s):</b>  <b>Strategy(s):</b> <b>1.</b>		
<b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Science		
<b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Science		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  <div style="text-align: right;"> <u>White:</u> →  <u>Black:</u> →              Hispanic:           </div>		

<b>Asian:</b>		
<b>American Indian:</b>		
<b>English Language Learners (ELL)</b> not making satisfactory progress in Algebra		
<b>Students with Disabilities (SWD)</b> not making satisfactory progress in Algebra		
<b>Economically Disadvantaged Students</b> not making satisfactory progress in Algebra		

## APPENDIX B

(SECONDARY SCHOOLS ONLY)

Algebra 1 EOC Goal	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>Barrier(s):</b>  <b>Strategy(s):</b> 1.		
Students scoring at Achievement level 3 in Algebra:		
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		
<b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their</b>		

<b>Achievement Gap by 50%: Baseline Data 2010-11</b>		
<p>Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> <p style="text-align: right;"><u>White:</u> →</p> <p style="text-align: right;"><u>Black:</u> →</p> <p style="text-align: right;"><u>Hispanic:</u> →</p>		
<b>English Language Learners (ELL)</b> not making satisfactory progress in Algebra		
<b>Students with Disabilities (SWD)</b> not making satisfactory progress in Algebra		
<b>Economically Disadvantaged Students</b> not making satisfactory progress in Algebra		

<b>Geometry EOC Goal</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>
<p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b></p> <p>1.</p>		
Students scoring at Achievement level 3 in Geometry:		
Students scoring at or above Achievement Levels 4 and 5 in Geometry:		
<p><b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11</b></p> <div style="border: 1px solid black; width: 50px; height: 20px; margin-left: 100px;"></div>		
<p>Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p> <p style="text-align: right;"><u>White:</u> →</p> <p style="text-align: right;"><u>Black:</u> →</p>		

<b>Hispanic:</b>		
<b>English Language Learners (ELL)</b> not making satisfactory progress in Geometry		
<b>Students with Disabilities (SWD)</b> not making satisfactory progress in Geometry		
<b>Economically Disadvantaged Students</b> not making satisfactory progress in Geometry		

<b>Biology EOC Goal</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>
Students scoring at Achievement level 3 in Biology:		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

<b>Civics EOC</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>

Students scoring at Achievement level 3 in Civics:		
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

<b>U.S. History EOC</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>
Students scoring at Achievement level 3 in U. S. History:		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

<b>Science, Technology, Engineering, and Mathematics (STEM) Goal(s)</b>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person/Process/Monitoring</b>
Based on the analysis of school data, identify and define areas in need of improvement:  <b>Goal 1:</b>  <b>Goal 2:</b>			

<b>Career and Technical Education (CTE) Goal(s)</b>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person/Process/Monitoring</b>
Based on the analysis of school data, identify and define areas in need of improvement:  <b>Goal 1:</b>  <b>Goal 2:</b>			



Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement:  <b>Goal 1:</b>  <b>Goal 2:</b>			

**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 small group meetings with new teachers	Principal and Assistant Principal	On-going
2. New teachers and teachers new to Coquina are paired with a veteran teacher.	Assistant Principal	On-going
3. District induction professional development.	Assistant Principal	On-going
4. College interns paired with CET certified teachers.	Assistant Principal	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
None	

*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: Katrina Hudson, Principal; Joyce Jeffrey, Assistant Principal; Enas Messick, Guidance Counselor; Liana Coulson, Reading Coach; Erica Worthington, Title I teacher; Corey Pendleton, Title I teacher. The team's role in developing the SIP plan began with analyzing student data. The team facilitated the presentation of student data to the faculty and the gathering of faculty input on barriers and strategies for improved academic student performance. The MTSS process is an on-going professional development process in faculty and grade level meeting by members of the team.

**PARENT INVOLVEMENT:**  
 Based on the spring 2012 parent involvement survey we have made the following changes to our parent involvement activities for this school year:

1. We have changed meeting nights from Wednesday to Thursday evening because Wednesday sometimes conflicted with local church activities.
2. Instead of having grade level specific events once a month we are offering monthly meetings that are appropriate for all grade levels.
3. We have added All Pro-Dads as an option to engage fathers and their children in family activities.

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

Last year's attendance rate ended at 95.65%. We will continue to make all parents aware of the district attendance policy. We will analyze attendance monthly as well as follow up with parent contact as teachers share concerns of individual excessive absences and/or tardies.

**SUSPENSION:** School-wide rules will be introduced and/or reinforced by a beginning of the year and a mid-year boot camp for students and teachers. A positive behavior specialist will focus on student behavior to decrease the intensity and/or frequency of the targeted behaviors and to teach safer or more socially appropriate behaviors.

**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.)