

Brevard Public Schools School Improvement Plan 2016 - 2017

Name of School:

Croton Elementary

Area:

Elementary Leading and Learning

Principal:

Roseann M. Bennett

Area Superintendent:

Jane Cline

SAC Chairperson:

Adrea McDonough

Superintendent: Dr. Desmond Blackburn

Mission Statement:

To ignite a passion for life-long learning by creating an environment where students are engaged and motivated to learn and succeed.

Vision Statement:

A positive community of respectful, responsible, and educated citizens of tomorrow.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Stakeholders are involved in the development, review, and communication of the SIP in a variety of ways. Croton gave a survey to staff to reflect on current instructional practices and to identify professional development needs for 2016-2017 school year for the initial development of the SIP. In addition, the various components of the SIP were reviewed by teachers during pre-planning and input was sought. These components were reviewed with SAC members at the first SAC meeting in August for further input. The SIP draft is shared in September, soliciting opportunities for input. Throughout the school year, goals, objectives and data are shared with staff and parents, providing information on reaching results. This is done at school events, curriculum nights, and in newsletters.

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Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

Croton was successful with some components of professional practices when reviewing the 2016 SIP goals. We had focused on the use of Understanding by Design (UbD) as a planning tool to provide students with standards based instruction through all content areas. Our goal was that, 80% of teachers will utilize the UbD Framework to plan standards based instruction across the curriculum. Professional Development facilitated a collaborative environment which allowed each teacher to create and present a minimum of two units using UbD. We also utilized classroom walk-throughs/observations, lesson plans, and student work products to provide evidence that 80% of Croton teachers implemented collaborative planning in all subject areas.

Concerns with the professional practice of UbD were revealed in the **EDI INSIGHT Survey** data under the sections of Instructional Planning, Professional Development, and Peer Culture:

	Winter 2015	Winter 2016	Brevard Average	District TQ
Instructional Planning		7.6	7.9	8.7
My school has dedicated time for teachers to analyze interim assessment data and/or student work and to plan for future instruction and intervention based on student performance. (Successful)	47%	73%	64%	81%
I am satisfied with the support I receive at my school for instructional planning. (Successful)	55%	65%	70%	86%
I regularly collaborate with teachers and leaders at my school to improve my instructional plans and share resources. (Concern)	68%	57%	79%	88%
I have ready access to content experts with deep subject-area knowledge to support my instructional planning. (Concern)		53%	67%	83%
Professional Development	7.8	7.2	7.8	8.6
Professional development opportunities at my school include demonstrations (either live or video) of what effective teaching of rigorous content looks like in practice. (Concern)	58%	51%	66%	84%
In the past six months, I have practiced teaching techniques in a professional development setting outside my own classroom. (Concern)	73%	59%	61%	72%
In the past six months, I have developed new skills or content knowledge that I was able to immediately apply in my own classroom. (Concern)	93%	76%	83%	92%
Peer Culture				
At my school, teachers use a common vocabulary to discuss effective teaching practice. (Successful)	70%	84%	81%	93%
The time I spend collaborating with my colleagues is productive. (Successful)	75%	76%	80%	90%

Based on 2015-2016 evaluations, in Dimension 1: Instructional Design and Lesson Planning, Element 1- Sets instructional outcomes and aligns instruction with state adopted standards, 68% of Croton teachers received Proficient. In addition, in Dimension 1: Instructional Design and Lesson Planning, Element 4- Requires students to understand and demonstrate skills and competencies, 66% of Croton teachers received Proficient.

Successful student achievement is shown on the Math FSA:

- Croton's mean scale score for third grade was the same as the district's (301). In addition, 61% of our students scored Level 3 and above, compared to 60% of the district's.
- Croton's mean scale score for fourth grade was the above the district's (315/314).
- Croton's fifth grade percentage of level three and above was 59, compared to 57% for the district.

Concern with student achievement is also shown on the Math FSA:

- Percentage of learning gains of lowest 25% for fourth grade was 11.
- Percentage of learning gains of lowest 25% for fifth grade was 16.

When reflecting on the professional practice of standards based instruction and our FSA scores, the data show the need for backwards planning in order to improve alignment of instruction to the standards and student mastery.

Analysis of Current Practices:

Describe action steps that have become non-negotiable, things that you will continue doing.

Standards Based Planning

Croton teachers prioritized the standards and created Curriculum Maps in order to integrate the various content areas in their plans.

Instructional Strategies

Teachers at Croton have provided students with standards based instruction through all content areas focused on using Thinking Maps as an instructional strategy and it has become an imbedded part of our school culture.

Management Strategies

Key Features of School-Wide PBS Implementation process are currently in practice. Expectations are clearly defined using the C.A.R.E acronym. Expectations are taught through direct and explicit instruction in each school location. An acknowledgement system is developed for staff to reinforce expected behaviors.

Best Practice:

Based on research, as it relates to the data analysis above, what should be best practices in the class room?

A balanced approach to student achievement maintains guidance and supports researched standards-based instruction, integrates literacy in all studies, provides assistance for all student achievement levels and utilizes assessments throughout the learning process within the curriculum. Additionally, the balanced approach advocates a culture of continuous improvement supported by leaders and teachers willing to learn and facilitate programs with consistency and fidelity. (Thompson, 2011)

Comprehensive standards based instruction involves more than knowing state and district standards, posting standards, learning goals, or objectives in a classroom; referencing standards in lessons or units; "covering" a curriculum; or following a textbook. Rather, it means consistently teaching with activities, lessons, and units specifically designed to ensure every child learns the grade-level expectations that lead to mastery of the standards. The goal should be to enhance teacher delivery of a standards-based education for every child, in every classroom, every day. Classroom instruction (Tier 1) is critical to improving student achievement.

Without commitment to ensuring every student is afforded the opportunity to learn at high levels – through effective standards-based classroom instruction – supplemental interventions, programs, or placements will not be able to make up for and should not supplant less-than-effective classroom instruction.

Successful teaching begins with having a clear picture about desired learning outcomes and about the evidence that will show that learning has occurred. Backwards Planning is a structure to guide curriculum, assessment, and instruction. It focuses on teaching and assessing for understanding and learning transfer.

With Backwards Planning for standards-based instruction, Croton will focus on:

Analyzing the Standards

- Focus on the standard. What should students know and be able to do?
- What knowledge and skill will students acquire?

Evidence to show Mastery of the Standard

- What performances and products will reveal evidence of meaning-making and transfer?
- By what criteria will performance be assessed in light of desired results?

School-Based Goal: What can be done to improve instructional effectiveness?

If all teachers at Croton Elementary School collaboratively plan to implement focused, standards-based instruction that includes the strategy of backwards planning to increase academic literacy, then student achievement will improve across the curriculum.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	Budget	In-Process Measure
Knowledge of standards and consistent interpretation of standards-based instruction	<ul style="list-style-type: none"> • Collaborative discussion of standards to develop a common understanding of the rigor and expectation • Attend PD, defining standards-based instruction planning/ implementation 	All	Ongoing		<ul style="list-style-type: none"> • Lesson plans • Classroom walk-through data collected and shared with faculty • Peer feedback
Faculty buy-in on understanding what collaborative planning looks like to include time and opportunities	<ul style="list-style-type: none"> • Identify “look-fors” in planning and instruction <ul style="list-style-type: none"> ○ Activities in guided practice ○ Activities for Mastery ○ Independent Tasks • Participate in extended collaboratively planning time each quarter 	All	Ongoing		<ul style="list-style-type: none"> • Minutes from meetings • Lesson plans • Substitute Schedules

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

In the 2016-2017 school year, 100% collaboratively plan to implement focused, standards-based instruction that includes the strategy of backwards planning to increase academic literacy, then student achievement will improve across the curriculum.

In addition, a minimum of 100% of classroom teachers will utilize the backwards planning lesson design to plan standards based instruction across the curriculum. Classroom walk-throughs/observations, lesson plans, and student work products will provide evidence to support Croton teachers are implementing backwards planning that starts with the standards through collaborative planning in all subject areas. Quality lesson plans will be reflected in ProGoe² IPPAS Dimension 1: Instructional Design and Lesson Planning, Element 1- Sets instructional outcomes and aligns instruction with state adopted standards, 50% of Croton teachers will receive Distinguished. In addition, in Dimension 1: Instructional Design and Lesson Planning, Element 4- Requires students to understand and demonstrate skills and competencies, 50% of Croton teachers receive Distinguished.

Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.

FSA data from May 2017, will indicate an increase in the percentage of students scoring Level 3 and above compared to May 2016:

- 65% of third graders (from 61%),
- 65% of fourth graders (from 59%),
- 65% of fifth graders (from 59%), and
- 65% of sixth graders (from 56%).

Part 2: Support Systems for Student Achievement (Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2015-2016 and a description of changes you intend to incorporate to improve the data for the year 2016-2017.

MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

1. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students. Include the methodology for coordinating the use of federal, state and local funds, services, and programs.
 - 2015-2016 Process – During the 2015-2016 school year, teachers met weekly to analyze student data. Grade level Walk to Intervention time was provided for extra instruction to close gaps in learning. The Teacher Collaborative Teams collaborated on additional interventions and intensity. At Teacher

Collaborative Team meetings, progress was monitored for students that were not responding to interventions. The MTSS Leadership Team is comprised of administration, guidance, Title I teachers, ESE resource teachers, and IPST members (psychologist, staffing specialist, behavior analyst) as needed. The 2015-2016 IPST reviewed the MTSS process for academics and behavior (PBS) at Faculty Meetings. The Literacy Coach provided additional support at the various Teacher Collaborative Team meetings held weekly.

2. Describe your school's data-based problem-solving process: including types of data used to monitor effectiveness of core, supplemental, and intensive instruction; and school based structures in place to address MTSS implementation.

- 2015-2016 Data-based Problem-solving Process– During weekly Collaborative Team Meetings, teachers will review curriculum, instructional strategies, and/or student data. Student data include KLS, BELAA FAIR, PASI/PSI, DIBELS Next and Running Records results. Intensive interventions will be provided for students who need extra support and progress will be monitored for achievement through our Walk to Intervention time, Title I groups, as well as our Academic Support Program (ASP). Title I and school supply funds will be used for materials and substitutes when needed. The leadership team will meet with teachers to monitor interventions and student response. Adjustments will be made as needed so resources can be maximized. Student lists and data are reviewed for the MTSS process. Administration also will provide opportunities for a variety of stakeholders to review the SIP and monitor progress monthly on meeting goals. All staff members also have an opportunity for providing input into the SIP, and have specific roles to complete (i.e. attend Professional Development, collaborative planning, etc.).

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3. The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

1. List any additional early warning system indicators and describe the school's early warning system.

ELEMENTARY

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2015-16 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2016-17:

- The number of students by grade level that exhibit each early warning indicator listed above.

Fill in BLANKS with data from 2015-16 School Year - Number of Students														
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance <90	16	6	9	7	8	6	6							58
1 or more ISS or OSS	7	4	3	6	7	9	17							
Level 1 in ELA or Math				22	27	24	24							97
Course Failure in ELA or Math														
Students exhibiting 2 or more indicators	1	0	1	4	5	5	9							

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Attendance: Utilizing Croton's school-wide PBS, teachers and administrators will reward classes for perfect attendance. Guidance and Administration will run attendance reports monthly to target any students at risk with attendance issues. Teachers will monitor attendance and tardies, addressing frequently. Absentee phone calls will continue. Letters with Board Policy will be sent to students once they reach five unexcused absences in a quarter. Reports will be run by the PBS team monthly.

Suspension Rate: All Tiers of the PBS processes and data will be reviewed monthly. Tier II PBS will be implemented with students who have been identified by teachers as not responding to Tier I and needing intensive intervention. Alternative consequences will be visited prior to suspending a student. Reports will be run by the PBS team monthly.

Low Scores: All retained students and/or students who are in need of intervention based on data will receive iii daily, and their progress will be monitored weekly by collaborative teams.

STUDENT TRANSITION AND READINESS

1. PreK-12 TRANSITION This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

- ✓ Students transitioning into Croton (VPK and Kindergarten)

Each year we reach out to neighborhood day cares, early childhood providers, and the community to announce our VPK and kindergarten round-up of students ready to enter school. We host an evening of activities, tours, and share expectations as well as pertinent information for parents. Each VPK student receives a home visit. When our kindergarten program starts, we host a Cheers and Tears for parents.
- ✓ Students transitioning from Croton (6th grade)

Throughout the school year, Croton hosts several Middle School presentations from schools of choice and our feeder chain, Johnson Middle School. In addition, our students will meet with Johnson counselors, attend a field trip at Johnson, and work with their current 6th grade teachers to determine a program of study. This year, staff members will go to Johnson Middle School to check on our previous students and get input from them on how we can prepare them better for middle school and how PBS can be made better for 6th graders. We plan on doing this quarterly.

(TITLE 1 SCHOOLS ONLY)

Highly Qualified Teachers

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

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

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified. *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 qualified	Provide the strategies that are being implemented to support the staff in becoming highly qualified
0	N/A