

## *Section 6: Implementation of the Plan and Documentation of Results*

### Annual Progress Report on the Implementation of the School Improvement Plan

School Name: Brevard Elementary School

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## I. Introduction

### A. General Comments

The 2008-2009 school year began with a focus on our K-2 instructional reading program. We spent the previous year training all teachers in Reading Foundations and Corrective Reading for grades 3-5. Last year, time was spent training and implementing Reading Mastery at the K-2 level. This is a direct and explicit reading instruction program that leads into the Corrective Reading series in grades 3-5. A school decision was made to become an RtI (response to instruction) school. An RtI team was formed and numerous training sessions occurred. The RtI team also researched and determined a need to implement the AIMSweb data and assessment tool to help us monitor student progress based on a few critical skills at each grade level for both reading and math.

The structure of the SIP team did not change significantly; however, the decision to participate in the training described above was a consensus and affected all staff members, not just the members of the SIT.

The goals and objectives for four out of five priorities will remain the same as only one of them was fully achieved with two additional ones almost being met during the 2008-2009 school year. Action steps will be modified to help fully meet the goals by the end of the three year cycle.

Although only four out of the five goals and objectives were met many of the action steps for each goal were implemented. The result that impacts us the most is making AYP with all our subgroups. We met all AYP goals for 2008-2009 including our special education population.

### B. Globally-Competitive Students

All action steps for priority one were executed during the 2008-2009 school year. Our students participated in Accelerated Reading and our Media Specialist regularly assisted students in choosing books appropriate to their reading level. Students also took the STAR reading assessment once per quarter to make sure students were reading in their optimal reading level. The second action step involved using our assistants to provide remediation to identified students throughout the day. By restructuring the use of our Title I assistants we were able to provide this assistance K-5. Analyzing our Study Island Benchmark data was our third action step. The results indicated the need to provide some intense remediation to all students in math. Students were divided into subgroups based on their five lowest areas and our staff provided intensive intervention lessons in those areas. The fourth action step involved K-5 focus on writing with regularly scheduled writing prompts. We also were fortunate to have two additional assistants to help us address the AYP reading issue as action step number five. The final action step involved carrying out the steps to the Safety Net Plan. All items were addressed.

No action steps were purposefully abandoned.

### C. 21<sup>st</sup> Century Professionals

Two major initiatives undertaken in 2008-2009 resulted in 100% of the Core Teachers being able to participate in an HQ activity. New staff members or staff that did not participate in 2007-08 Foundations training took the course in 08-09. All K-2 teachers participated in the training for Reading Mastery. This program leads to the Corrective Reading program we have successfully

implemented in grades 3-5.

A specific location to post HQ activities was one action step executed last year. Specific efforts were made to notify staff regarding on line HQ activities as well. A survey was conducted as a second action step to identify areas of need among staff. Priority two serves as an advisory board to help monitor and identify those areas.

Two action steps were not addressed last year, providing additional training in Wilson strategies and revisiting Ruby Payne strategies. We felt with the intense focus on reading instruction there simply was not enough time to address these two areas. We also made a conscious decision to move away from the Wilson strategies except with our special education students to focus on SRA. Even though we met the goal of 100% participation in an HQ activity, it is necessary to leave this as a goal to maintain due to Federal Legislation.

#### D. Healthy and Responsible Students

During the 2008-2009 school year discipline procedures were addressed by a school wide K-2 and 3-5 behavior plan. Teachers further individualized the plan as seen appropriate for their classroom. Although there was not a classroom detention center (CDC), the principal and assistant principal provided a space and supervision to monitor students with consequences for their behavior. Even though this process was not part of our identified action steps it has continued to have a significant impact upon our survey results regarding students, teachers, administrators, and parents demonstrate mutual respect.

To meet our goal, students are regularly recognized during our assemblies for exhibiting monthly character traits, principal awards, and three classroom recognitions for positive attributes. A second action step involved behavior contracts initiated by the assistant principal. A third action step involves 3-5 student participation in the Presidential Challenge Awards Program.

An action step that was not addressed the previous year regarding the positive behavior support system (PBS) was addressed in 2008-2009. The assistant principal visited two schools who had implemented the PBS program and shared the results of these visits with the priority three team. The team elected not to adopt the PBS program at this time since we are presently involved in RtI and this initiative encompasses the PBS program.

#### E. Leadership

The only survey item that was down in process variation and below on systemic variation for goal four was from parents: "My child's school does a good job recognizing student accomplishments." Current rate is 88%. Trend has been 97, 96, 98, 96, 94. The new goal will be 93% which represents the elementary average. We will also continue the practice of each priority chair sharing news from their priority meetings with the entire staff during faculty meetings. This helps keep the entire staff informed about what each priority is working on and we don't want to lose sight of the goal we just met. The issue bin team will also continue to process concerns brought forward by the staff.

No actions steps were abandoned during the 2008-2009 school year.

## F. 21<sup>st</sup> Century Systems

21st Century Systems has been a highly successfully stable priority for BES. All survey items related to this priority have remained in the 93% or above area for the last four years. This changed during the 2007-2008 survey cycle when staff question 28, communication between staff and school administration is effective, fell to 79%. During the 2008-2009 school emphasis was placed on a new goal for 21st Century Systems that would focus efforts on effective communication. The new goal was to raise this score to 90%. Further surveying of the full staff indicated a discrepancy between teacher and teacher assistants and their perceptions of effective communication between staff and administration. As a result new action steps were put into place to better support effective communication processes with teacher assistants. Meetings were held once per quarter with the principal, lead teacher and all teacher assistants. The focus on these meetings was to provide an avenue for them to express concerns, share successes, make suggestions for improvement and have the administrations undivided attention. The issue bin added by priority four was also an anonymous means for all staff to bring forward concerns.

## II. Summary of Results

### A. Globally-Competitive Students

Goal: Honor school of excellence with high growth meeting all AYP targets and 90% of K-2 students proficient in reading, math, and writing.

Results: School of Distinction (81.6) with expected growth and meeting all AYP targets. EOG reading composite 77.3%, EOG math composite 85.8%. K-2 composites for reading 80.7, math 76.1 and writing 79.

Last school year our K-2 teachers were trained to teach Reading Mastery and we began serving students in small groups during the second semester. Eighty-eight students placed in either Reading Mastery I or Reading Mastery II. Two part-time reading specialists assisted in administering placement tests, creating groups, organizing materials and teaching Reading Mastery classes in each grade level. In addition, they provided reading intervention to the most struggling students in each grade. Teachers tracked student progress through mastery tests within the program. We also used the Dibels literacy instrument in the fall and spring. Twenty-one of the K-2 students' scores on the Dibels assessment improved from Intensive to Strategic or Strategic to Benchmark. Data gathered from the 2008-2009 school year was used to create Reading Mastery groups for first and second grade in order to begin the program within the first few weeks of the new school year. Kindergarten placement tests will be given during the first quarter and Reading Mastery groups will begin towards the end of October. The overall reading proficiency rates for the K-2 reading program rose from 72% to 80.7%. The overall math proficiency rates dropped from 80.2% to 76.1%. This math data for 08-09 includes kindergarten rates which we could not calculate prior to 08-09 due to the lack of appropriate data report in the K-2 report card system.

Corrective Reading in grades 3-5 completed the first full year of implementation in 2008-2009. Eighty-six students were served through this program. Brevard Elementary met AYP goals in reading a year and a half after beginning Corrective Reading in the upper grades. Our overall proficiency composite in reading rose from 65% to 77.3%, our EC group also saw significant growth in reading moving from 41.9% to 53.2%. We also saw increases in math from 82.4% to 85.8% for all students and from 55.8% to 61.7% among our EC students. Brevard Middle School saw a marked improvement in our students' reading skills and are continuing to move students through the program in middle school. Star reading levels showed growth in 100% of 3rd grade students receiving Corrective Reading and an average growth from the 3rd grade pre-test of 18.5 points. In fourth grade, 82% of the students experienced growth in Star reading levels and an average of 9 points growth in EOG scores. In fifth grade, 71% of the students experienced growth in Star reading levels, and an average of 12 points growth in EOG scores. The most telling information that emerged from the 5th grade data comes from students who completed Level B2 early in the year and did not continue or from students who did not participate in the program based on the belief that they no longer needed the extra support. There were 19 students that either didn't participate or finished early in the year. Nine of the nineteen students did not pass the reading EOG. In the group that did not participate at all, six of the nine students did not pass the reading EOG. In the group that had some exposure to the program at the beginning of the school year, four out of ten did not pass the reading EOG.

We are looking forward to watching the effect Reading Mastery will have on the number of students in Corrective Reading over the next two school years and anticipate a lower number of placements in the upper grades. We are committed to early literacy intervention and believe

successful readers find school more enjoyable, experience greater academic success, and are more likely to become high school graduates.

## B. 21<sup>st</sup> Century Professionals

Goal: 100% participation in HQ activity and 95% staff agree there are adequate opportunities for staff development.

Results: 100% participation in HQ, 96% agreement on opportunities focused on instruction, 88% agreement on opportunities focused on technology.

During the 2008-2009 school year, all teachers at BES participated in RTI training and two on line DPI writing modules. This resulted in 100% participation in an HQ activity once again. 96% of the staff agreed that there were adequate opportunities for instructional staff development. The survey question regarding opportunities for technology training continues to be an area of concern. 88% of the staff agreed that technology staff development was adequate. We continue to strive to meet our goal of 95% staff agreement in regards to technology training.

Brevard Elementary reached 100% participation in HQ staff development during the past two school years. Ninety-six percent of the staff agreed that there were adequate opportunities for instructional staff development which is slightly higher than the district average. Eighty-eight percent of the staff agreed that opportunities for technology staff development were adequate, an increase of two percentage points from the previous year. This is one percentage point less than the district average of 89%. This remains short of our goal of 95%. In response to this shortfall last school year, the priority 2 team surveyed teachers and teacher assistants on the question of technology staff development. The surveys showed a major difference in satisfaction levels with teacher assistants responding they feel under trained in the area of technology. One of the challenges to meeting this goal is the lack of flexibility inherent in assistant schedules. Our assistants serve in an instructional capacity all day making training during the school day counter productive to student success. District policy does not permit assistants to work beyond their scheduled hours so this option is not viable. We are looking at ways to encourage participation in training provided on line and to introduce some sessions during lunch once or twice per month. Given the obstacles involved in scheduling technology training it is unlikely that we will meet our goal of 95% satisfaction with technology professional development.

## C. Healthy and Responsible Students

Goal: Composite score for parent, staff and student will be above the elementary average (88.6) regarding mutual respect. Presidential Physical Fitness Awards will increase by 5% annually.

Results: Respect composite for parent, staff and student is 84%. Physical Fitness Awards needed to increase to 121 total students to represent a 5% increase. We decreased from 115 students to 92 students.

Many of the items related to healthy and responsible students rebounded from significant 2007-2008 drops. In particular the staff item related to students, teachers, administrators and parents demonstrate mutual respect dropped from 96% in 2007 to 72% in 2008. During 2009 this item increased to 83% representing a stable process variation while remaining below for systemic variation. Three other notable drops on the staff survey occurred: The school climate is positive fell from 91% to 73% and rebounded to 94% in 2009; The efforts of school personnel to maintain

discipline are supported by the administration fell from 88% to 72% rebounding back to 82%; Administrators' disciplinary actions are fair and based on the policies and rules fell from 87% to 72% and rebounded to 88%. These increases all represent stable and normal results for 2009 with the exception of respect.

We began tracking the number of students receiving Presidential Physical Fitness Awards in 2006-2007. During that year 88 students qualified. In 2007-2008 115 met the standard.

#### D. Leadership

Goal: Composite score for staff involvement will be increased to above the elementary average (82.3%) regarding staff having the opportunity to be involved in decision-making authority when it relates to their school.

Results: Staff decision-making authority composite is 94.3%. Goal Met!

The staff decision making authority composite goal was met during 2008-2009 with an increase from 82.3% in 2007-2008 to 94.3.% in 2008-2009. This year we will focus on a new goal.

Analysis of goal four survey data indicates all items to be stable or normal with two exceptions, buses and parent question 30 my school does a good job recognizing student accomplishments. This item dropped from 94% to 88% representing both a down and below process and systemic variation respectively and will become our new focus.

A continued partnership with the OPT Board has helped us to maintain another year of increasing volunteer hours. 2007-2008 brought 4109 hours of volunteer service to our school. 2008-2009 represented 4359 hours. This is the second highest total since we began tracking totals in 2000-2001.

#### E. 21<sup>st</sup> Century Systems

Goal: Increase composite score for effective communication between staff and school administration to above 90%.

Results: Effective communication between staff and school administration is 88%.

The 2008-2009 local survey results indicated a significant increase for staff item 28, communication between staff and school administration is effective. It rose for 79% to 88%. This was a new goal since it had such a significant drop the previous year.

Continued satisfaction related to adequate and appropriate resources and materials being available at my school with 96% agreement. All other questions from goal 5 remained stable and normal / above with 93% or higher agreement.

### III. Reflections and Lessons Learned

Careful analysis of the data presented in Section 2 calls for celebrations and challenges as we move forward this school year. We did not meet our Priority One indicator for being an Honor School of Excellence with High Growth meeting all AYP targets or 90% of K-2 students being proficient in reading, math and writing. We did however achieve expected growth in reading and math for grades 3-5. We also met all AYP subgroups in both areas which is a major accomplishment for our student population and reason for celebration.

With all the energy and effort put in to improving our reading scores we will need to continue to look at our K-2 program not meeting the 90% proficient mark. Success in our new Corrective Reading Program for 3-5 will require us to continue to examine results from a similar direct, explicit approach to reading for our K-2 students.

Once again, our staff was able to meet the goal/requirement of 100% of the core teachers participating in an HQ activity. As stated in the results, all staff received RTI training and teachers participated in two DPI on line writing modules. Teachers who had not participated in Foundations of Reading training in 2007-2008 were trained in 08-09. K-2 teachers were provided with training to implement the Reading Mastery program which is an integral piece of our RTI. A team from the school also participated in Partners in Math training.

The Priority Two team conducted a survey in October of 2008. The surveys were marked as to whether the participant was a teacher or assistant. The statements matched those on the Effective Schools survey. This survey did show a marked discrepancy in satisfaction of staff development between teachers and assistants, with assistants feeling less satisfied with staff development opportunities. As a result of the survey, the lead teacher and principal worked to provide some training into monthly meetings with the assistants.

This past year's Effective Schools survey data continues to show that we must continue to work to provide training, particularly in the area of technology for all staff. Our lead teacher has developed an on line discussion board in order to continue to determine specific needs. We will continue to seek ways to provide adequate training and communicate our needs through the discussion board. We will attempt to provide opportunities for TA's during lunch sessions, scheduled TA meetings and with on line courses. It is difficult to provide training for our assistants during the instructional day without effecting learning for students. Perhaps, this is an issue the board could address.

The goal related to healthy and responsible students presents one of the biggest challenges to BES outside of our academic progress. The process of sending students to the office for CDC proved to be ineffective because it took administrators away from other duties and they were not always available. A new process will have to be implemented. Further, the PBS program was investigated, but put on hold due to the fact that it would initiated with RtI during 2010-2011. Further steps need to be investigated to meet the Presidential goals. Additional steps will be initiated to achieve the respect goal as well.

Involving teacher assistants in decision making and implementing an issue bin team enabled BES to meet our staff decision making goal. The trend in the parent survey question concerning student recognition has continued to go down 97, 96, 98, 96, 94 with a current rate of 88%. We feel that BES does recognize students, but often parents may not be aware of this. Steps will be taken to improve student recognition and to inform parents. Once this is accomplished we will be in the same position we are with goal 2 and 5 where all items are normal and stable and



demonstrating 90% plus agreement among all stakeholders, at which point we are looking forward to a maintain mode putting all our energy into globally competitive students and healthy responsible students.

Our final goal and indicator is another cause for celebration at BES. We were able to maintain a trend of above 95% agreement relating to adequate and appropriate resources and materials available at my school for the 7th consecutive year. Our new goal for 2008-2009 did rebound from the significant drop of 90% to 79% and back to 88% related to effective communication between school administration and staff. This result will lead us to continue with the changes we made in 08-09 so we can once again met the goal for priority 5.

Areas of performance that need to be improved are clearly outlined when the data is analyzed. Data analysis and assessment should drive curriculum to meet the goals outlined in the Standard Course of Study. The staff and School Improvement Team will have to make changes to some of our actions steps and one of our goals as we move through the 2009-2010 school year in order to be on target for meeting all goals of the SIP by 2010.

## IV. Next Steps

During the 2009-2010 school year it will be necessary to continue our efforts to increase our school's reading performance by including the new staff and the remaining K-2 staff in Foundations of Reading, Reading Mastery, and Corrective Reading Training. Our RtI work will increase with the addition of the AIMSweb system for benchmarking k-5 students. This program is intended to help teachers closely monitor all students with regards to the most critical and basic skills a student needs in order to access the North Carolina Standard Course of Study. As a result of this initiative personalized education plans (PEP) required by state law have also be changed to align with AIMSweb. This also meant CARE Team procedures needed to be aligned with these changes. After our fall benchmarking 2-3 students per classroom have been identified as needing a PEP to address deficiencies in these most basic skills. Our next challenge will be providing the necessary interventions so that all students are able to achieve the benchmark level on AIMSweb by the end of 2009-2010.

Our professional development activities this school year will support our efforts to train all staff members to use AIMSweb, an online system of benchmarking and progress monitoring for our students. This is tied to our implementation of RtI that began last school year. AIMSweb training will provide high quality staff development in reading, math, and technology. Additional professional development in technology will be offered to assist teachers with creating and maintaining classroom websites. A link to other opportunities for high quality staff development will be added to the lead teacher's web page.

Three additional action steps will be added to help reach the goal. Create a specific location on BES website to post High Quality professional staff development opportunities; Use a discussion forum to track professional development needs of BES staff; implement a monthly technology training session for BES TA's during lunch time; Revisit Ruby Payne's Poverty Workshop.

Goal three will require changes to occur within our action steps in order to address the number of items stable in process variation but below in systemic variation. It is also important to note this priority is heavily influenced by student perceptions with 68% of the student survey being related to this priority. The procedure for sending students to CDC with the principal or assistant principal was found to be ineffective because it took the administrators away from other necessary duties. So, a new plan is to offer ISS as needed with a teacher assistant providing ISS supervision in the office when a student needs to be removed from their classroom. The classroom teachers have communicated the new discipline plan to parents. It was also included in our handbook. The Mendez Curriculum will also be delivered to all K-5 students again this school year. Several additional action steps will be added to this priority, including:

1. Create a "Kindly Caterpillar" to see how long it will grow. Students add sections to the caterpillar when they are recognized for positive behavior throughout the school.
2. Compliment cards are being issued to students as tangible, individual recognition as appropriate.
3. SRO will take on active initiative to talk with students about bus safety K-5.
4. SRO initiates "Red Ribbon Week" to promote a drug free lifestyle.
5. SRO is working on Bully Prevention by teaching students how to handle bullies.

6. Provide physical activity suggestions that teachers can implement during recess. Some ideas include 2 laps on track, continual movement (no sitting), push-ups, sit-ups, stretching and energizers.

7. Because of fluctuating student population, change fitness award to a percentage of participating students instead of a number goal. The new action step will be 35% of 3-5 participating students will receive a Fitness Award.

8. PEP for identified students will take the place of behavior contracts.

A new goal has been established for priority four. As a part of the student recognition goal a school wide positive behavior initiative will be implemented. Parents will also be informed of student recognition and special activities through news letters, the school web page and an article in the newspaper. The new priority focus will be to promote positive initiatives taken by the BES staff to recognize student accomplishments. One action step is to implement the school wide positive actions plan which includes compliment cards and respect recognition cards. Another action step will be to inform parents of the ways students are recognized through class newsletters, the school web page, and publishing articles in the Transylvania Times. We will also continue with the issue bin to help maintain the decision making authority goal previously met in 2008-2009.

Last school year we amended our SIP for goal five since we were continuing to maintain adequate and appropriate resources and materials in the mid 90's for three consecutive years. The new goal was to increase effective communication between school administrators and staff to 90% from the current 79%. We were able to raise this score to 88% and believe the additional steps outlined below will take us to our goal of staff survey question 28.

1. We will employ the use of a staff "call chain" when needed to relay immediate and pertinent information concerning staff members' needs.

2. The school administration will continue a daily "FYI" memo/update relating meetings, events, activities, etc.

3. We (principal/staff) will use a "visual system" (example: chart) to convey the availability of the principal when a staff member needs to discuss an immediate need/concern.

Effectively increasing school performance in all five areas is a daunting task for schools. It involves continually examining all practices to make sure we are meeting a multitude of school and individual needs. BES staff consist of innovative, creative, hard-working individuals who are committed to providing the best educational services available. Our goal is to meet all these challenges while continuing to enjoy our job.