

## *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

Principal: Tammy Bellefeuil

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## I. Introduction

### A. General Comments

The BES School Improvement Team has been actively involved in providing leadership and support for the implementation of the School Improvement Plan during the first year of a new three year cycle. Members of the SIT met and reviewed progress in each of the five strategic priority areas on a regular basis. The priority subcommittees also met on a regular basis and worked toward achieving goals of the SIP. The 2007-08 school year ended by looking at the progress made toward each of the identified goals. The 2008-2009 school year is beginning with a continuation of that process. Throughout this section you will find an in-depth analysis of the progress we are making toward achieving our goals for Globally Competitive Students; 21<sup>st</sup> Century Professionals; Healthy Responsible Students; Leadership; 21<sup>st</sup> Century Systems.

The 2007-2008 school year began with an intense discussion among all staff members regarding changes that needed to be made with our reading program. For the second year in a row our special education students did not make the AYP target resulting in our school losing funding until final reading results are published in November 2008. Meetings of the full team were held once per quarter with priority teams meeting once per month. A school decision was made for all special education teachers and teachers in grades 3-5 to participate in five days of Foundations of Reading training provided by DPI. This was followed by two additional days of training after a school decision was made to adopt the SRA Corrective Reading Program.

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

The goals and objectives for four out of five priorities will remain the same as none of them were fully achieved during the 2007-2008 school year. Action steps will be modified to help fully meet the goals by the end of the three year cycle.

Although the goals and objectives were not fully met many of the action steps for each goal were implemented. The results of the action steps for priority one are still unanswered regarding reading. Our math performance showed some gain in over all proficiency rates even though we now have two subgroups not making AYP (EC and EDS).

### B. Globally-Competitive Students

As a result of participating in the Reading Foundation training our school selected SRA Corrective Reading to work with identified students in grades 3-5. Even though the intent was to focus on special education students, a significant number of students would benefit from participating in the program. All students in grades 3-5 were screened. Eighty Eight students were served. This represents 1/3 of the student population in grades 3-5. It resulted in major schedule changes so that all student needs could be met including those students not receiving SRA instruction. With the restructuring, two additional assistants were provided to grades 3-5 while maintaining a K-2 focus. Although we do not know the final outcome of the reading scores we saw significant improvements in the targetted students' reading fluency and comprehension.

All actions steps for priority one were executed during the 2007-2008 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 2007-2008 resulted in 100% of the Core Teachers being able to participate in an HQ activity. The staff members who did not participate in the Foundations Training took part in book studies. As a school we read and discussed *Seven Keys to Comprehension* and *What Great Teachers Do Differently*. This school year new staff members and those who did not participate in the Foundations training will participate this fall.

A specific location to post HQ activities was one action step executed last year. Specific efforts were made to notify staff regarding online 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. 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 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 2007-2008 school year the teacher assistant responsible for our classroom detention center (CDC) retired. This position was replaced with an assistant that was used to add extra support to grades K-2. This resulted in the classroom teachers implementing a process for their grade level to handle students who needed CDC. Even though this process was not part of our identified action steps it had a significant impact upon our survey results regarding students, teachers, administrators, and parents demonstrate mutual respect.

Our first action step involved sharing "tips" with students from Ron Clark's *Essential 55*. 2-3 essential tips per week were featured on our Daily News Program. Secondly, students are regularly recognized during our assemblies for exhibiting monthly character traits, principal awards, and three classroom recognitions for positive attributes. A third action step involves 3-5 student participation in the Presidential Challenge Awards Program.

Two action steps were not executed last year. Identified students were to be placed on behavior contracts. This was necessary with the loss of the CDC program. A second action step involved Implementing Positive Behavior Support. A visit was supposed to be scheduled to an area school that is implementing this program. A focus has been placed on these two items to ensure they occur this year.

## E. Leadership

During 2007-2008 no major initiatives were undertaken with regards to Leadership. One action step was to provide duty free lunch to all staff. The team met and discussed a solution that was tried throughout the year. A second action step involved priority chairs sharing news from their priority meetings with the entire staff during faculty meetings. This helps to keep the entire staff informed about what each priority is working on. Registering all interested parents on the Instant Alert System was a third action step. A letter was sent to all parents requesting the needed information so we could register all parents who did not have internet access at home. The priority chair and our guidance counselor attended a Family Empowerment Workshop sponsored by WRESA as a fourth action step.

One action step that still needs to be addressed relates to providing ideas to parents during school functions regarding how they can help their child with school work. One organization that we relied upon to help us with this is no longer in operation (21<sup>st</sup> Century After School Program).

No actions steps were abandoned during the 2007-2008 school year.

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

The central supply ordering process continued to be a main focus for Priority 5. The action steps were related to developing / revising the ordering process. The members spent time in the summer as one action step to label and organize the central supply area. The second action step involved creating a document to provide to all staff outlining the process for re-ordering and re-supplying. The members then developed a re-order system as a third action step, so every staff member has easy access to note quickly what items need ordered. Various members were assigned specific months to keep the area stocked and replenished. A mid year survey was administered to find out how the process was working and what corrections needed to be made to the process as the final action step.

No action steps were abandoned last year.

## II. Summary of Results

### A. Globally-Competitive Students

End of Grade Math results for 2007-2008 show an increase from 75% proficient to 81.8% proficient. Although we show an overall increase in percent proficient we had two subgroups that did not achieve the target rate of 77%. Our special education students and our economically disadvantaged students (EDS) scored 56.8% and 70.7% proficient, respectively. Both of these subgroups did achieve high growth. Our black students also did not meet the 77% target for proficiency, scoring 54.6% proficient. This group does not have enough membership in order to be counted as a separate subgroup; however, they do impact the overall results and our EDS subgroup. Black students are also the only subgroup that did not have high growth.

The writing scores continued to rise at BES with an all time high of 89% proficient. Comparing locally RES was the next highest elementary school with 81% proficient. State wide there are 1351 elementary schools, we finished 30th. BES is proud of the results of the final year of the writing assessment in that form.

We continue to wait on the arrival of the EOG reading scores.

Our K-2 reading results are trending downward with 71% of our kindergarten students considered at or above grade level based on required minimal book level. First grade results were 70% and second grade was 74.5%. In math, we currently do not have a district process to gather proficiency rates in kindergarten. First grade and second grade were 85% and 80% proficient as defined by the performance on the last quarter state assessment. This represents an upward trend in K-2 for math. Writing performance for K-2 students was 75% overall. This level remains fairly stable even though we are aiming for an increase to 90%.

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

Last school year two HQ activities were offered at BES, Foundations of Reading, and two book studies. This resulted in 100% core teachers participating in an HQ activity. This is an increase for us from 82% the year before. Staff also agree there are adequate opportunities for professional staff development focused on instruction. The survey question related to technology staff development indicated a slight drop from 93% to 86%. This was still considered stable when looking at the process variation and normal when examining the systemic variation. It should also be noted that all survey items related to goal two were identified as stable and normal or stable and above. The results from the Teacher Working Condition Survey show BES above the county and state results with a score of 3.82 while the regional benchmark was 3.93. These results will lead us to maintain the same goal because of the federal requirement of 100% of core teachers participating annually in an HQ activity.

### C. Healthy and Responsible Students

Many of the items related to healthy and responsible students significantly declined during the 2007-2008 school year. In particular the staff item related to students, teachers, administrators and parents demonstrate mutual respect dropped from 96% in 2007 to 72% in 2008. Three other notable drops on the staff survey occurred: The school climate is positive fell from 91% to 73%; The efforts of school personnel to maintain discipline are supported by the principal fell from 88% to 72%; Administrators' disciplinary actions are fair and based on the policies and rules fell

from 87% to 72%. These drops were all considered stable within the process variation and below within the systemic variation. Staff questions related to bus safety also continue to remain below the systemic variation for 2008. It should also be noted that while our local survey results indicate declines related to climate, respect, and discipline our number of short term suspensions doubled for 2007-2008 while our number of acts of crime and violence dropped to its lowest level ever with 0.75 per 500 students. On the Governor's Teacher Working Conditions Survey related to goal 3.1 Learning environments are inviting and supportive of high student performance BES rated us with a valence of 4.39 out of 5. This represents a valence higher than the county, region and state.

We began tracking the number of students receiving Presidential Physical Fitness Awards in 2006-2007. During that year 65 students qualified. Last year we had 107 students achieve this standard.

#### D. Leadership

Two items related to the leadership goal declined for the 2007-2008 school year. Teachers and administrators in my school are preparing students to deal with issues and problems they might face in the future fell from 94% to 82%. This is still considered stable for process variation but below for systemic variation. The second item, within my school, there are effective strategies to identify and correct problems and weaknesses fell from 88% to 71%. This represents a downward process variation trend and a below systemic variation trend. It is again interesting to note the results from the Teacher Working Conditions survey do not indicate this same drastic decline. While we did see a drop from the 2006 TWC cycle related to decision making authority our self rating (3.41) was still higher than the county (3.09) and the state (2.91). The TWC survey also showed a decrease from 2006 related to leadership (4.29 to 3.86) however, this is above the county (3.78) and the state (3.82). Only the regional benchmark (4.38) was higher.

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. This is the second highest total since we began tracking totals in 2000-2001.

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

The 2007-2008 local survey results indicated 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 one exception. Staff item 28, communication between staff and school administration is effective, fell from 90% to 79%. This is considered stable for process variation and below for systemic variation. The Teacher Working Conditions Survey for goal 5 (specifically the Time Domain) indicated a drop from 3.71 to 3.22 from 2006 to 2008. This valence still represents a number higher than the county average but lower than the region and state.

### 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 high growth in math for grades 3-5. Insufficient progress is noted in two subgroups not making math proficiency targets (EC and EDS); however, both of these groups demonstrated high growth. We also achieved the highest fourth grade writing scores in school history. High growth in math and the highest writing scores in our history are both reasons for celebrating.

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 a similar direct, explicit approach to reading for our K-2 students.

Numerous opportunities for HQ staff development last year enabled BES to achieve our goal of 100% of the core teachers participating in an HQ activity. We also were able to achieve 96% agreement on adequate opportunities for staff development focused on instruction. Achieving this goal is an example of how an identified need (EC students not making proficiency) and a federal requirement for HQ staff development actually worked well together.

The goal related to healthy and responsible students presents one of the biggest challenges to BES outside of our academic progress. There were a number of survey items that indicate an issue with school climate, school administration enforcing policies and procedures, staff being involved in decisions that affect them and students respecting staff. At the end of the school year a faculty meeting was called to discuss the results of the survey, and staff were provided an opportunity to anonymously share what they believe negatively impacted our results. It was noted that discontinuing our classroom detention center (CDC) when the teacher assistant retired negatively impacted teachers' ability to remove students from their classrooms when they felt the need to have them removed. It was also noted that the school year started on a negative note with our EC students not making the proficiency target in reading. This resulted in many decisions having to take place that impacted previous decisions that had been made school wide at the end of the previous year (i.e. master schedule had to change). In the end this meant changing roles for teacher assistants and teachers throughout the year. The staff also indicated they felt very under appreciated throughout the year even though they work hard daily to improve instruction and create safe learning environments. As part of our analysis at the beginning of this school year it was noted that the results from the Teacher Working Conditions Survey did not show the same declines as our local survey. This led us to draw a conclusion that our teacher assistants are less satisfied with the identified areas than teachers.

This same trend in leadership with discrepancies between the local and TWC survey can be seen when it relates to effective strategies to identify and correct problems and weaknesses at BES. We drew the conclusion that teacher assistants have much less opportunity to be involved in correcting problems and weaknesses because many of the decisions are made during our grade level meetings. Teacher assistants do not attend these meetings at the same rate the teachers do because they are working with students in an off grade level during that time.

We will continue to team with our OPT organization to maintain and increase our volunteer hours. We are celebrating a second year of our highest number of volunteer hours since we began tracking them in 2000.

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. It should also be noted that an area within the priority did drop significantly (90% to 79%) related to effective communication between school administration and staff for the first time in many years. This result will most likely lead us to change the goal and indicator 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 2008-2009 school year in order to be on target for meeting all goals of the SIP by 2009-2010.



#### IV. Next Steps

During the 2008-2009 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 our Foundations of Reading training. We are in the process of evaluating a follow up plan for our 3-5 students who will successfully complete their required SRA level by the end of the first semester. It will also be necessary to identify an explicit and direct approach to reading in K-2 that is researched based for identified students. As we wait on the results of our EOG reading scores we are hopeful that we will have met the targets so that we can gain two additional staff resources to help us with the K-2 program. The desire will be to hire two part time reading specialists that can help us identify a program, screen K-2 students, and assist in targetting those identified. We are also in the process of learning about Response to Intervention (RtI) from Alice Wellborn, Janna Laughridge (CARE Team Chair), Jo Hamilton (Lead Teacher), and Ursula Leahy (EC Teacher). A recent vote indicates the staff at BES want to pilot the RtI model for the district this year at BES. As part of the RtI process we will examine the effectiveness of the inclusion model implemented this year in grades 3-5 and the probability of expanding it to grades K-5 so that only our most severely handicapped students are served in a self contained classroom.

Maintaining a focus on math will also be important since two of our sub groups did not make the proficiency target (EC and EDS) even though they made high growth. Maintaining as many assistants as possible in grades 3-5 to help focus on math will be essential. An effort will also be made to collaborate closer with Boys and Girls Club in order to identify students we believe would benefit from participating in their Power Hour. Our relationship with Rise and Shine will continue to be a focus for this year. We are in the process of identifying students to fill the current vacancies at Rise and Shine. With the closing of the 21<sup>st</sup> Century After School program we are trying to team with members of the Rotary Club to mentor identified students once per week.

It will also be important to encourage district leadership to develop processes for tracking proficiency rates for kindergarten students in math. With the last changes in the K-2 report card it is no longer possible to pull an overall math proficiency rate. Equally as important is a need to revisit the K-2 assessment process as a whole to bring new teachers in the county up to speed and to ensure consistent interpretation of proficiency levels across the county.

Our staff development activities for this school year will support our efforts to train all staff members in Foundations of Reading, RtI, and a yet to be identified reading program for K-2. All of the training provided will be HQ in order to meet the annual federal requirement.

Goal three will require changes to occur within our action steps in order to address the increased number of items representing declines. A meeting has already been held by this priority team to revise the school discipline plan. By electing to continue to keep all teacher assistants in classrooms, rather than using a person for CDC, a process had to be developed so teachers felt like they had a process to follow when a child was a classroom distraction. The administration is focusing on implementing this new process as well. 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 beginning this school year. An effort was also made to start the year on a more positive note by holding a social gathering outside of school prior to the start of school.

As part of the leadership goal the principal will meet quarterly with the teacher assistants to hear their concerns. This will provide them with an opportunity to discuss what is going well and

what they may need help with as they work with classroom teachers and students. This process has been effective with regular classroom teachers and should be effective with teacher assistants as well. As for decision making, the principal will continue to involve all staff in decisions that are directly related to them when appropriate. Monitoring our volunteer hours on a monthly basis should help us to continue to effectively track the time given to our school.

Our final goal of maintaining adequate and appropriate resources and materials continues to remain in the mid 90's for the third year in a row. It will be necessary to change the indicator for this goal to increasing effective communication between school administration and staff to 90% from the current 79%. This team has already suggested informing parents of the new technology in our classrooms. They also suggested continuing to ask the staff about how to improve communication between staff and administration like we did at the end of last year.

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 is staffed with 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.

# 2008-09 School Improvement Plan Amendments

School : [Brevard Elementary School](#)

Original Plan Objective	Amended Plan Objective
Maintain Stakeholder Satisfaction Survey composite above 95% on staff question 11, "Adequate and appropriate resources and materials are available at my school."	Increase Stakeholder Satisfaction Survey composite to above 90% on staff question 28, "Communication between staff and school administration is effective," by 2009-2010.

Date of School-Level Vote: **11/7/2008**

Outcome of Vote: **100%**