

Brevard Public Schools School Improvement Plan 2018-2019

Superintendent:

Asst. Supt. of Leading and Learning:

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K. Jane Cline

Principal Supervisor:

Name of School:

Debra Crannell

Croton Elementary

Principal:

SAC Chairperson:

Roseann M. Bennett

Thomas Englert

School Grade	2017-18: C	2016-17: B	2015-16: C
History			

Connections to District Strategic Plan

- Obj.L1. Protect instructional time
- Obj.L2. Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4: Provide equitable support for every student's social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices
- Obj.R3 Increase system-wide proactive communications

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. For the initial development of the SIP, Croton gave surveys to staff to reflect upon current instructional practices and identify professional development needs for the 2018-2019 school year. The results indicated a need to continue standards- aligned instruction, with more focus on the full intent of each standard and its level of rigor. The instructional staff completed the INSIGHT survey and parents completed a district survey, these annual surveys assist in determining needs of the school and initial results indicated a need for increased collaborative planning. Results were further reviewed with SAC members at the first SAC meeting 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 desired outcomes. This is done at school events, curriculum nights, in newsletters, and through various forms of technology.

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.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

Croton was successful with some components of professional practices when reviewing the 2017-2018 SIP goals. Our goal was that, if 100% of teachers collaboratively plan to implement focused, standards- aligned instruction with an emphasis on academic literacy and rigor, then student achievement will improve across the curriculum.

The following is an update on collaborative planning progress. Evidence of successful professional practices is found in the EDI INSIGHT survey data, that show 76% of teachers reported they collaborated weekly which was an increase from 70% the previous year. In addition, 94% stated their collaboration with colleagues was productive. This was an increase from 82% the previous year. In addition, our current BPIE implementation status for the indicator that states *All special education teachers are full, collaborative members of a general education curriculum team* is partially/almost (almost at full implementation).

	Winter 2017	Winter 2018	Brevard Average	District TQ
Instructional Planning	8.1	8.2	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)	84%	91%	69%	84%
I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to task. (Concern)	70%	76%	76%	87%
An instructional leader at my school regularly reviews student work from my classes. (Concern)	55%	65%	55%	71%

	Winter 2017	Winter 2018	Brevard Average	District TQ
Professional Development	7.9	7.9	7.8	8.5
Professional development opportunities at my school are well planned and facilitated. (Concern)	82%	82%	76%	88%
Coaching and feedback at my school include demonstrations (either live or in video) of what effective teaching of rigorous content looks like in practice. (Successful)	66%	70%	66%	78%
In the past six months, I have practiced teaching techniques with a peer or instructional expert outside my own classroom. (Concern)	73%	65%	66%	75%

	Winter 2017	Winter 2018	Brevard Average	District TQ
Peer Culture	7.8	8.3	8.2	9.0
Teachers at my school share a common vision of what effective teaching looks like. (Concern)	64%	74%	77%	92%
At my school, teachers use a common vocabulary to discuss effective teaching practice. (Successful)	77%	85%	83%	93%

Although we saw an increase in most areas of the EDI INSIGHT Survey data under the sections of Instructional Planning, Professional Development, and Peer Culture there is still concern with the professional practice that we are below the district average and top quartile schools. In addition, our BPIE indicator that states *General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students* is partially/beginning (just beginning to implement the practice—it is not implemented consistently across the entire school, and considerable further action or improvement is needed).

What are the areas of successful student achievement and what data shows evidence of improvements?

What are the concerns with student achievement? Provide data to support concerns.

Successful student achievement is shown on the results from Math FSA. Croton's percentage of students:

- Scoring Level 3 and above:
 - third grade improved from 64% to 69%.
 - fifth grade improved from 52% to 60%.
- Making learning gains
 - in fourth grade improved from 62% to 65%.
 - in fifth grade improved from 49% to 64%.
- Making learning gains in the lowest 25% in
 - fourth grade improved from 38% to 44%.
 - fifth grade math improved from 32% to 68%.

Concern with student achievement is also shown on the results from FSA.

- Text based writing score averages (out of 10):
 - 4th- 5.3;
 - 5th- 5.4;
 - 6th- 5.7
- Croton's percentage of students on ELA
 - Overall scoring a Level 3 or above decreased from 58% to 50%.
 - Overall learning gains decreased from 60% to 52%.
 - Overall learning gains for the lowest 25% decreased from 65% to 39%.
- Croton's percentage of students on Math
 - Overall scoring a Level 3 or above decreased from 64% to 56%.
 - Overall learning gains decreased from 64% to 54%.
 - Overall learning gains for the lowest 25% decreased from 52% to 45%.
 - learning gains in sixth grade decreased from 82% to 33%.
 - learning gains in the lowest 25% in sixth grade decreased from 76% to 24%.
- Scoring Level 3 and above in Science decreased from 47% to 43%.

When further analyzing the data, we decided to include information from the Comprehensive Needs Assessment and found Croton's percentage of major racial and ethnic groups for 2017-2018 school year were as follows:

Race/ Ethnic Subgroups	School Percentage of students in Grades 3-6	Percent of Level 3 or Above in ELA	Percent of Level 3 or Above in Math
Caucasian	61%	57%	63%
Hispanic	21%	34%	47%
Multi-Racial	6%	47%	47%
African American	8%	30%	35%
Asian	5%	47%	60%
American Indian	0.3%	100%	100%

- Croton's percentage of economically disadvantaged students for 2017-2018 was 76%.
 - 45% of Croton's students who are economically disadvantaged scored a 3 or above in ELA.
 - 53% of Croton's students who are economically disadvantaged scored a 3 or above in Math.
- Croton's percentage of students with disabilities for 2017-2018 was 21%.
 - 24% of Croton's students with disabilities scored a 3 or above in ELA.
 - 40% of Croton's students with disabilities scored a 3 or above in Math.
- Croton's percentage of English Language Learners in 2017-2018 was 6%.
 - 19% of Croton's English Language Learners scored a 3 or above in ELA.
 - 44% of Croton's English Language Learners scored a 3 or above in Math.

We will identify these students and monitor their progress throughout the year.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

The data show Croton demonstrated some improvement in 2017-2018 and needs to sustain its professional practices in 2018-2019 as well as increase student achievement. In order to intensify our practices, teachers must be provided Professional Development and extra planning time for collaboration that increases their capacity to understand and implement the full intent of the standards with rigor.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Croton ensures standards-aligned instruction by providing quarterly opportunities for teams to plan with the literacy coach, using the standards focus documents, pacing guides, and LAFS/MAFS. In addition, last year, Croton implemented Eureka Math, which has shown to be most closely aligned to the standards for math and the mathematical practices. This year Eureka Math will be implemented with fidelity across all grade levels. We will also adopt and provide professional development of the Expanding Expression Tool (EET), a research based program designed to support writing skills and increase overall student achievement using a multisensory approach.

These instructional resources take a great amount of planning, time, and support and will be accomplished through weekly grade level collaborative planning sessions. Additionally, an instructional coach will use the Instructional Planning Guide to help teachers build their understanding and experience with standards-aligned instruction. Administration will monitor the presence of these strategies during classroom walk-throughs. Furthermore, we will evaluate the quality of Tier 1 instruction by analyzing grade level common data during MTSS meetings, where we will collaborate and closely monitor the progress of our lowest 25%.

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

If all teachers at Croton Elementary School collaboratively plan to implement focused, rigorous and standards-aligned instruction utilizing evidence-based curriculum, then student achievement will improve across all content areas.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Time Table	In-Process Measure
Shared understanding of what collaborative planning looks like	<ol style="list-style-type: none"> 1. Participate in professional development that includes modeling and opportunities for peer observation including receiving feedback 2. Participate in extended collaborative planning each quarter 3. Instructional Delivery Components and examining student work and 	All	Ongoing	<ul style="list-style-type: none"> • Exit slips to demonstrate understanding • Minutes/ lesson plans from collaborative planning times that include standards, student discussion, and/or assessments • Substitute schedules • INSIGHT data
Understanding and implementation of the Expanding Expression Tool (EET)	<ol style="list-style-type: none"> 1. Participate in professional developments 2. Incorporate EET in collaborative planning discussions 3. Coach through PD and modeling 	Teachers and SLPs	Ongoing	<ul style="list-style-type: none"> • Exit slips to demonstrate understanding • Lesson plans • Pre/post Assessments • Student work samples • Data charts (i-Ready) • CWT/ observations
Utilization of Eureka Math with fidelity in all grade levels	<ol style="list-style-type: none"> 1. Include Eureka in collaborative planning discussions 2. Participate in grade level and/or vertical peer observations of Eureka lessons 	Teachers	Ongoing	<ul style="list-style-type: none"> • Lesson plans • Feedback from peer observations/ CWT • Performance Matters data

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.

Currently, based on INSIGHT results, approximately 76% of teachers collaboratively plan on a weekly basis. In the 2018-2019 school year, if 100% of teachers collaboratively plan to implement focused, rigorous and standards-aligned instruction utilizing the Eureka Math curriculum and Expanding Expression Tool (EET), then student achievement will improve across all content areas.

In addition, the expectation is that a minimum of 100% of classroom teachers will utilize the Expanding Expression Tool and Eureka Math. At this time, 80% of teachers utilize Eureka Math on a daily basis and the Expanding Expression Tool is new to our teachers. Minutes from collaborative planning sessions, lesson plans, and assessments will provide evidence to support Croton teachers with collaborative planning and implementation of Eureka Math and the Expanding Expression Tool.

Qualitative and Quantitative Student Achievement Outcomes:

Based on our goal, teachers planning collaboratively will deliver more rigorous instruction. Expectations of students will include active engagement, enriched vocabulary, utilization of EET, procedures of the various components of Eureka Math, and understanding of the full intent of the standard.

In addition, our goal is to increase our school grade from a 'C' to a 'B' while striving for an 'A'. In order to achieve this, FSA data from May 2019 will indicate an increase in the percentage of student scoring levels in the various components.

	2016-17 percent	2017-18 percent	2018-19 Target Goal for B	2018-19 Target Goal for A
ELA 3+ Proficiency	58	50	55	65
ELA Learning Gains	60	50	55	65
ELA L25 LG	65	39	50	65
Math 3+ Proficiency	64	56	64	70
Math LG	64	56	64	65
Math L25LG	52	45	50	61
Science	47	43	47	50
Total % of 700	410/700= 58% (B)	339/700 =48% (C)	385/700= 55% (B)	441/700= 63% (A)

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

MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.

1. Describe your school's data-based problem-solving process and school-based structures in place to address MTSS implementation.

2017-2018 Data-based Problem-solving Process- During weekly Collaborative Team Meetings, teachers will review curriculum, instructional strategies, and/or student data. Student data include KLS, QLA, FAIR, i-Ready, PASI/PSI, DIBELS Next and Running Records results. Intensive interventions are provided for students needing extra support and progress is monitored for achievement through our Walk to Intervention time, Title I groups, as well as our Academic Support Program (ASP). Funds are used for materials and substitutes when needed. The leadership team meets with teachers to monitor interventions and student response. Adjustments are made as needed so resources can be maximized. Student lists and data are reviewed for the MTSS process. Administration provides 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. Professional Development, collaborative planning, etc.)

2. List below who monitors the Early Warning System and how often.
- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension- School Counselor- weekly
 - One or more suspensions, whether in school or out of school- PBS Team, monthly
 - Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics- All teachers and administration, biweekly
 - Iii (Tier 2)- Grade Level Teams- monthly
3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 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 2018-19:

Fill in BLANKS with data from 2017-18 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	52	38	39	30	34	32	29	254
1 or more ISS or OSS	1	1	2	4	5	5	2	20
Level 1 in ELA or Math				17	26	24	28	95
Substantial Reading Deficiency	16	8	6					30
2 or more indicators	4	2	2	14	18	12	15	67

4. 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 reward classes for perfect attendance. Guidance and Administration run attendance reports monthly to target any students at risk with attendance issues. Teachers monitor attendance and tardies, addressing frequently. Absentee phone calls are made when needed. Letters with Board Policy are sent to students once they reach five unexcused absences in a quarter. Reports are run by the PBS team monthly, as well, to discuss how attendance and behavior are related.

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

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

For the following areas, please write a brief narrative that includes the data from the year 2016-17 and a description of changes you intend to incorporate to improve the data for the year 2017-18.

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent and Family Engagement Plan](#) to meet the requirements of this section.

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?

Best practices that are strengths include hosting several events that provide meaningful parent/family involvement. These events include: an Open House for Resource and Activity teachers where parents learn how these teachers support the learning of students as well as how parents can promote these areas at home, an event promoting the importance of dads and the role they play in their children's learning, a Math event that

provides support to parents in understanding Eureka Math, a STEM event where families are engaged with their children completing STEM activities, and monthly Cardinal Conversations with administration where parents can share praise and concerns about school happenings.

An area of weakness, based on parent comments in surveys, was that parents perceive Croton is not consistently welcoming to families and that there is a lack of communication between school and home. We have addressed this by implementing a process that will foster more frequent communication between teachers and parents. We have also planned events that acknowledge the importance of our home and school relationships. These events include: a Welcome Back BBQ, Fall Festival, CAREing Hand in Hand, Hands Together Make Earth a Better Place. They also suggest a need for more support with math.

STUDENT TRANSITION AND READINESS

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 event 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 fieldtrip to Johnson, and work with 6th grade teachers to determine a program of study. This year we will have former Croton students from Johnson Middle School and Eau Gallie High School come and speak to our 6th graders about experiences and expectations.