

Brevard County Public Schools School Improvement Plan 2011-2012

Name of School

Indialantic Elementary

Area

South

Principal

Richard Dunkel

Area Superintendent

Mark Mullins

SAC Chairperson

Kathy Register

Superintendent
Dr. Brian Binggeli

VISION

Creating a quality world one child at a time.

MISSION

To provide the highest quality of education for all students.

Brevard County Public Schools School Improvement Plan 2011-2012

SECTION I

School Wide Improvement Model

Describe the evidence based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Indialantic Elementary continually grows as a professional learning community. The faculty and staff work toward common goals of improving instructional strategies that will increase student achievement. Through a team approach we determine school-wide needs, create goals, and objectives and implement a plan of action. "Professional Learning Communities are the path to continuous improvement", (DuFour 2010 pg. 13). Teachers take responsibility for all grade level students' achievement and not just those assigned to their class.

Administration, classroom teachers, resource personnel and guidance reflect on previous years' data, beginning year assessments and teacher observations to determine best practices for remedial and enrichment instruction. Teachers utilize Brevard Effective Strategies of Teachers (B.E.S.T.), Marzano's Nine High Yield Strategies and technology. Voice amplification systems, mobile smart boards, mobi pads, clickers with Examview, document cameras, projectors and a variety of Internet and computer resources are utilized to increase achievement for our "digital native" students. Instructional staff provides professional development training.

Since becoming a Professional Learning Community and establishing collaborative teams, intervention strategies are being applied across a grade level, and Indialantic Elementary achieved significant increases in FCAT 2.0 achievement. Indialantic achieved 707 points out of a possible 800, ranking it 3rd in Brevard and 9th in the state of Florida. In addition, students scoring at proficient or higher in grades 3 through 6 in all categories of FCAT 2.0 were higher than the district and state averages.

Extended Learning Opportunities

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

Academic Support Program

Reading/Mathematics

- How is your ASP program addressing students in priority groups?
 1. Level 1 on FCAT (3rd grade is first priority)
 2. Lowest 25% in Reading
 3. K-6 students demonstrating deficiencies in reading or mathematics
- When are services being provided for reading/mathematics ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

Science

- How is your ASP addressing students who scored below 300 on Science FCAT or current

5th grade students in need of support?

- When are services being provided for science ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

Before and After School Care

Do students have opportunities to participate in learning activities (free or fee-based) before or after school?

Enrichment Opportunities

Do students have opportunities to participate in clubs?

Do students have opportunities to participate in SES or SOAR?

What other learning opportunities are available outside of the regular school curriculum?

Academic Support Program (ASP)

Indialantic Elementary provides additional instruction in reading, math and science, for students who are eligible. The target population for the classes are students in grades 3 through 6 who have been identified as requiring additional support in order to be successful. Data that determines eligibility are previous year FCAT 2.0 data, district assessments, lowest 25% students, current year assessments and teacher observation. The program runs for a duration of two months after school. Students attend classes twice a week in a small group setting. Highly Effective teachers provide instruction utilizing materials such as, Buckle Down, Triumphs, STARS and CARS, Voyager, Envision, Classworks, and math manipulatives.

The science program will be conducted in the Science Resource Portable, in which the teacher is able to utilize the 21st Century classroom, materials for experiments in an area with safety equipment such as an eye-wash station. The focus of this program is on the scientific process and then Next Generation Sunshine State Standards (NGSSS). The program runs for a two-month duration and meets once a week after school. Materials used for instruction will be selected to address specific student needs and will include FOSS Kits, Tom Snyder Science Court Software and Digging into FCAT Science.

Jump Start

Jump Start is a program targeted at second grade students who are entering third and need a little support to increase their chances of success. It is a two week program that is provided right before the beginning of the school year. A highly effective certified teacher with the experience of teaching both second and third, has created a curriculum geared specifically towards the skills that students need upon entering third grade. The students are involved in an interactive and integrated curriculum that is very motivational.

Enrichment Opportunities

Students have the opportunity to participate in a variety of enrichment activities during, before, and after school. A list of programs are:

- Safety Patrols
- Peer Mediators
- Peer Helpers
- Chess Club
- Art Club
- Canine Commandos
- Future Problem Solving
- Odyssey of the Mind
- News Crew

- Strings
- Chorus
- Orf Instruments
- Geography Bee
- Spelling Bee
- Tropicana Speech
- Lego Robotics
- Gardening Club
- Running Club

Before and After Care

Indialantic School Age Child Care (ISACC) is a fee based program which offers affordable child care for working parents. Students are able to attend mornings, afternoons and on a regular or drop-off basis. The program provides structured and non-structured activities for the students to participate in crafts, board games, outdoor free play and homework support. In addition, they provide a music appreciation group and yoga.

Reading Intervention Plan & Literacy Leadership Team (LLT)

"All components of the K-12 Reading Plan and statutory requirements for reading intervention will be followed. These components and approved instructional and intervention materials can be found at

https://app1.fldoe.org/Reading_Plans/Narrative/%28S%28saa40o452rdyn3iznykhluv3%29%29/NarrativeList.aspx_"

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SECTION II

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification (s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, Lowest 25%), and AYP information along with the associated school year)
Reading Coach	Pat Breier	BA in Sociology MS in Reading/ Language Arts	0	5	NA

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The Response To Intervention Leadership Team consists of: Administration, reading coach, guidance counselor, staffing specialist, school psychologist, exceptional education teachers and various classroom teachers.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

Indialantic Elementary is in its second year of implementing the district-wide RtI process. We continue to provide training and information to faculty and staff as we transition into this plan of procedures. Collaborative grade level teams meet weekly to share data, curriculum, and best practices. Administration meets with collaborative teams every two weeks to assist in problem solving efforts and in interpreting data. Teachers utilize data boards and have implemented a walk-to-intervention approach in order to meet the needs of all their students. Teachers take on the responsibility of all students, not just the ones assigned to their classroom.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem Solving process is used in developing and implementing the SIP?

The RtI team works collaboratively with all faculty and staff at Indialantic. As a team effort,

through a continuous improvement process, plans for school improvement are developed. Members of the RtI team work with the School Advisory Council to continually monitor, review and revise our school improvement plan so that it is a true "living document" and a key component to the success of our school. The teams look at all sub-groups such as the lowest 25%, the economically disadvantaged, ethnic and enrichment groups.

RtI Implementation

Describe the data sources(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior

A variety of resources are utilized at Indianalantic Elementary to obtain the necessary data to make educated and informed decisions. Tier I data of district required assessments and FAIR is gathered and disaggregated by collaborative team members. Tier II data is comprised of common formative assessments that are determined by grade level team members. Teachers determine needs and develop groups accordingly. Targeted skills are assessed frequently to determine student mastery. Student intervention groups are fluid and allow for differentiated instruction once skills are gained. Tier III data is analyzed by collaborative, RtI and Individual Child Study teams. The district data base A3 program is utilized to track student performance, chart progress and graph a comparison of student, class and grade level skills.

Describe the plan to train staff on RtI.

The designated school psychologist has conducted trainings during collaborative team meetings. Items discussed were interpreting data, monitoring progress, common formative assessments and documentation. Teachers have also been trained by administration, guidance counselor and school psychologist on how to input data and create charts and graphs to effectively utilize the A3 system for RtI purposes.

- ✓ 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- ✓ 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

As the enrollment at Indialantic Elementary School continues to fluctuate, there are significant changes in the demographics. Five-year demographic data indicates that the free and reduced lunch rate has increased from seven percent to sixteen percent in 2011. The minority rate has declined and the English Language Learner (ELL) population has increased.

In Collaborative Team meetings, grade level teachers reviewed beginning year assessments, previous FCAT scores, FAIR and district assessments. The data indicates that, while Indialantic remains a high performing school, an additional focus needs to be directed in increasing the inferential reading skills of our students. Through self-reflection of current instructional and researched-based practices, teachers have determined “stretch goals” for their instructional practices and have created Professional Growth Plans to better meet the needs of their students. Indialantic continues to be a high-achieving school, but it is evident that change is needed in order to increase student achievement in certain areas of reading. In third through sixth grades, instruction in reading application needs to be evaluated and improved through self-reflection of our current instructional practices.

Since the inception of the School Grade System, Indialantic has been able to make Adequate Yearly Progress (AYP), with the exception of the 2009-2010 school year. AYP was not met due to the percentage of economically disadvantaged students not performing at proficiency in the area of math. Through the implementation of best practice strategies, in the 2010-2011 school year, AYP was achieved again. In addition, eleven out of the past thirteen years of school grading Indialantic has been an “A” school.

Since the establishment of the Florida Comprehensive Assessment Test (FCAT), Indialantic has consistently scored above the district and state averages.

A study of FCAT 2.0 from 2007-2011 in the area of reading indicated the following:

- Third grade students have scored between 84% and 93% at three or above
- Fourth grade students have scored between 89% and 91% at three or above
- Fifth grade students have scored between 93% and 94% at three or above
- Sixth grade students have scored between 83% and 92% at three or above

A study of FCAT 2.0 from 2007-2011 in the area of math indicated the following:

- & Third grade students have scored between 87% and 93% at three or above
- & Fourth grade students have scored between 88% and 89% at three or above

- & Fifth grade students have scored between 84% and 89% at three or above
- & Sixth grade students have scored between 74% and 94% at three or above

A study of FCAT 2.0 data from 2007-2011 in the area of science produced the following results:

Fifth grade students have scored between 86% and 89% at three and above, with 91% meeting high standards

A study of FCAT 2.0 data from 2007-2011 in the area of writing produced the following results:

Fourth grade students have scored between 89% and 98% at proficiency or higher

Our lowest 25% population:

81% of this sub-group made learning gains in reading

86% of this sub-group made learning gains in math

A significant goal of our Collaborative teams will be addressing the needs of our economically disadvantaged students.

In 2011, 72% of economically disadvantaged students in grades three through sixth scored at proficiency or higher in reading.

In 2011, 68% of economically disadvantaged students in grades three through sixth scored at proficiency or higher math

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Richard DuFour (2010, p. 12) states that "members of Professional Learning Communities are action oriented: they move quickly to turn aspirations into action and visions into reality". He also states that, "inherent to a PLC is a persistent disquiet with the status quo and a constant search for a way to achieve goals and accomplish the purpose of the organization". Sanders and Horn (1994, 1997) states, "the most significant factor impacting student achievement is the teacher". Specifically, effective teachers that guide student achievement at all levels regardless of the heterogeneity of the students in their classrooms. Therefore, the study of these particular strategies continue to be the overarching objective of Indialantic Elementary's School Improvement Plan. During the 2011-2012 school year, we have established Collaborative Teams to "let each become all that he created, capable of being (Thomas 1997).

Analysis of Current Practice:

(How do we currently conduct business?)

&In the Spring of 2003, Indialantic Elementary was designated a Glasser Quality School. An important theme throughout the Quality School is the practice of self-reflection and self-evaluation, which is a key component of the new state evaluation system. In collaborative teams our highly effective teachers reflect on their current teaching practices, strategies, curriculum and student data. This reflection process enables the teachers to determine what

they can do differently to positively affect student achievement and close achievement gaps.
&

&Since the inception of Response to Intervention, teachers see the value of a shared commitment to students, no matter what classroom the student is assigned to. This has led to our commitment to foster our collaborative teams with the expectation that this shared expectation will be conducive to school-wide improvement.
&

&At Indialantic Elementary, we currently conduct collaborative team and faculty meetings on a weekly basis. During these meetings policies, procedures, and student data are shared by grade levels and administration. Within our collaborative community, we are all stakeholders, and as such we will reflect on "what can we do differently" that will improve student performance.
&

&Indialantic Elementary School holds the distinction of being recognized as a Physical Education, Music and Art School of Excellence. These departments work collaboratively with classroom teachers to incorporate reading, math, writing, technology and 21st Century Skills into their curriculum to achieve our school-wide goals. Currently, the media specialist is working on obtaining the recognition of being a Florida Power Library.
&

&Lastly, Indialantic Elementary's collaborative teams will measure our effectiveness based on FCAT 2.0, District Required Assessments, teacher observations and FAIR testing. We will ensure that to make all programs and practices created within our collaborative team meetings will impact student learning. All stakeholders, staff members and our School Advisory Council, will be informed of their effectiveness in achieving our intended goals. This important analysis of student data and our teaching strategies will guide us to the best instructional models that will increase learning in all areas of the curriculum.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Indialantic Elementary will continue to build on our Collaborative Teams. In the teams teachers will reflect on current and best practices, analyze data and foster a collaborative approach to teaching. This will impact student achievement in the areas of reading, math, writing, social studies and science in a positive way.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Utilize teacher leaders to provide training and instruction in the philosophy of professional learning communities.	Teacher leaders and administration	August 2011-May 2012	\$0.00	Attendance sheets and Collaborative Team meeting agendas
Utilize Collaborative Teams, comprised of grade level and special area teams to review data, decide a plan of action, and monitor the impact of that plan.	Administration and all faculty members	August 2011-May 2012 on a weekly basis	\$0.00	Collaborative meeting forms
Collaborative Teams will determine at least one common formative assessment in Reading by the end of the second nine weeks and Mathematics by the end of the third nine weeks. If needed, assessments will be created.	Administration and all faculty members	August 2011-May 2012 on a weekly basis	\$0.00	Collaborative meeting forms
Collaborative Teams will develop SMART goals for all content areas. Where are we now? Where do we want to be at the end of these nine weeks? Where do we want to be at the end of the year?	All faculty members	August 2011-May 2012 on a weekly basis	\$0.00	Collaborative meeting forms
Provide B.E.S.T. training to all	B.E.S.T. trainers	August	\$0.00	Attendance

faculty members to foster a shared purpose and sense of unity and collaboration among grade levels.		2011-May 2012		sheets, lesson plans and evaluation forms from trainings
Provide academic support after school for students in grades three through six who are struggling in Reading.	Indialantic teachers	January 2012-February 2012	\$1,99...	Attendance sheets and lesson plans
Provide academic support after school for students in grades three through six who are struggling in Mathematics.	Indialantic teachers	January 2012-February 2012	\$1,99...	Attendance sheets and lesson plans
Provide academic support after school for students in grades three through six who are struggling in Science.	Indialantic teachers	January 2012-February 2012	\$400.00	Attendance sheets and lesson plans
Teachers will involve students in fundraising activities, such as Pasta for Pennies program, to facilitate the understanding of 21st century skills of finance and economic literacy.	Parent volunteers and faculty	November 2011-April 2012	\$0.00	Charts and graphs of monies collected
Teachers will provide opportunities for creativity, innovation, flexibility, adaptability, leadership, and cross-cultural skills through OM, FPS, Chess, gifted, Art Club, and enrichment within the curriculum.	Parent volunteers and faculty	August 2011-May 2012	\$0.00	Student-produced work
Reading Coach will meet with all grade level Collaborative Teams. She will discuss FAIR results and facilitate discussion on teaching strategies.	Reading Coach, Administration, and faculty	September 2011 and January 2012	\$0.00	Collaborative meeting forms
Interactive white boards will be purchased and utilized by at least one teacher in a grade level.	Administration, SAC, PTO and Teachers	By May 2012	\$0.00	Lesson plans noting Interactive White Board Use and observations
EXAMVIEW and Clickers will be utilized by at least one teacher per grade level.	Administration, SAC, PTO and teachers	By May 2012	\$0.00	Lesson plans indicating use of EXAMVIEW and clickers/ observations
Special Area Teachers will collaborate with classroom teachers to support the classroom curriculum.	Special Area Teachers and Classroom Teachers	August 2011-May 2012 periodically	\$0.00	Notes from meetings
Special Area Teachers will	Special Area	August	\$0.00	Lesson Plans

include technology instruction into their curriculum such as Google Docs, Powerpoints, TechSteps and Techno music.	Teachers	2011-May 2012		reflecting use of technology and observations
Media specialist will maintain extended hours before and after school for student use.	Media Specialist	August 2011-May 2012	\$0.00	Listed hours of media center opened
Media Specialist will conduct special programs centered around literature such as American Girl Tea Party and Mystery Celebration.	Media Specialist	Periodically from September 2011-May 2012	\$0.00	Lesson Plans/programs from events
Special Area and Classroom Teachers will provide Next Generation Sunshine State Standard to students to provide reasoning for the activities they are engaged in.	Special Area Teachers/ Classroom Teachers	August 2011-May 2012	\$0.00	Lesson Plans, NGSSS displayed in classrooms
Select teachers will pilot Document Based Queries (DBQs), focusing on primary sources. Such queries focus on higher-level learning and critical thinking.	Select Classroom Teachers	September 2011-May 2012	\$300.00	DBQ worksheets
The Principal will conduct the Sterling Inn program, in which, he meets with fourth grade students to provide instruction, critique writing, and offer enrichment to supplement the core fourth grade writing program.	Fourth Grade Teachers and Principal	November 2011-May 2012	\$100.00	Student work samples
District Writing Resource Teacher will provide training and modeling to fourth grade teachers.	District Resource Teacher/ Fourth Grade Teachers	November 2011	\$120.00	Teacher Notes

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

FAIR AP3	
End of Year District Assessments	
FCAT 2.0 Results	

PROGRESS MONITORING:

FAIR AP 1 and AP2	

Weekly Selection Tests	
District Writing Assessments	
FALL/Winter Math Assessments	

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GOAL 1

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
21st Century Skills;	Response to Intervention (RtI);
<i>District Request - OTHER</i>	<i>School Based - OTHER</i>
Writing Resource Teacher Training	B.E.S.T.
	EXAMVIEW Clicker training
	Interactive Whiteboard Training

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GOAL 1

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Training	EXAMVIEW Clicker Training	SAC Funds	\$200.00
Training	Interactive White Board Training	SAC Funds	\$100.00
Training	21st Century Skills	SAC Funds	\$100.00
Salaries	Substitutes for district writing resource teacher training	Discretionary Dollars	\$200.00
Materials	Certificates and refreshments for Sterling Inn program	Discretionary Dollars	\$200.00
		TOTAL:	\$800.00

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Analysis of Current Practice:

(How do we currently conduct business?)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Analysis of Current Practice:

(How do we currently conduct business?)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

STRATEGIES:

<i>ACTION STEPS</i>	<i>PERSON RESPONSIBLE</i>	<i>TIMETABLE</i>	<i>BUDGET</i>	<i>IN-PROCESS MEASURE</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
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Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

- | | | | | | |
|---|--|----------------------------------|----------------------------------|--|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Math | <input type="checkbox"/> Writing | <input type="checkbox"/> Science | <input type="checkbox"/> Parental
Involvement | <input type="checkbox"/> Drop-Out
Programs |
| <input type="checkbox"/> Language
Arts | <input type="checkbox"/> Social
Studies | <input type="checkbox"/> Arts/PE | <input type="checkbox"/> Other | <input type="text"/> | |

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Analysis of Current Practice:

(How do we currently conduct business?)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)

In order to improve the level of parent satisfaction as indicated by the Brevard County parent survey results, Indialantic will increase positive communication through various outlets.

- Parental Involvement

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Utilize results from the Parent Client Survey to develop this Needs Assessment) Click Here for Parent Client Survey Results - <http://parentsurvey.brevardschools.org/menus.html>

The Indialantic Elementary parent survey form for the 2010-2011 school year indicated a weakness in the area of communication and with the utilization of EDLine on-line communication system.

Best Practice:

(What does research tell us we should be doing?)

Indialantic Elementary has an active PTO with strong parental involvement. This resource could be tapped to provide a variety services, including communicating pertinent information. Research indicates that parental involvement increases student achievement, graduation success rate, and instills a value and importance of education. Additionally, Indialantic is a "Glasser Quality School", to this end we focus on the belief that it may take only one person, a community member, a parent volunteer, or a mentor to positively affect the academic achievement of a child (William Glasser).

Analysis of Current Practice:

(How do we currently conduct business?)

For the 2010-2011 school year, Indialantic converted to an on-line version of a school newsletter in order to decrease consumption of paper and copying expenses. The Synervoice System, which sends a pre-recorded message to family phones was also utilized. Furthermore, a minority of teachers used the EDLine program to communicate grades, assignments and classroom information.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 5

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)

In order to improve the level of parent satisfaction as indicated by the Brevard County parent survey results, Indialantic will increase positive communication through various outlets.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
PTO will distribute hard copies of the school news letter.	PTO (Parent, Teacher Organization)	August 2011-May 2012	\$500.00	Copies of school newsletters
Teachers will post bi-weekly to class Edline accounts.	Faculty	August 2011-May 2012	\$0.00	EdLine pages
The school secretary will increase the number of Synervoice communication by 50% compared to the 2010-2011 school year.	School Secretary	Periodically throughout school year	\$0.00	Tally sheet of synervoice messages sent
A parent representative will be assigned to attend Parent Leadership meetings at the district and will disseminate information through PTO and SAC.	PTO President	9/9/11 10/14/11 11/18/11 2/10/12 3/9/12 4/13/12	\$0.00	Notes from meetings
Administration will attend all PTO meetings.	Administration	Monthly from August 2011-May 2012	\$0.00	Agendas from meetings

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

EVALUATION:

OUTCOME INDICATORS: <i>(Should be directly connected to the parent client survey results.)</i>	
Brevard County Parent Survey will indicate an increase in positive communication between home and school	
PROGRESS MONITORING:	
Tally on Synervoice System messages	
EdLine Reports	
Notes from Parent Leadership Team meetings	
Hard copy of school newsletter	
Agendas from PTO meetings	

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request - Other</i>	<i>School Based - Other</i>
Synervoice System	EdLine Grade Quick

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Other	Paper for newsletter copies provided by the Parent Teacher Organization	Other Grants	\$500.00
		TOTAL:	\$500.00

