

Brevard County Public Schools School Improvement Plan 2010-2011

Name of School

Apollo Elementary

Area

North

Principal

Dr. Pamela R. O'Kell

Area Superintendent

Dr. Ron Bobay

SAC Chairperson

Obeth Diaz

Superintendent

Dr. Brian Binggeli

VISION

To inspire all children to learn at their highest potential, preparing them for tomorrow's global expectations.

MISSION

To educate all students, with excellence as the standard, by working together in a safe professional learning community.

Brevard County Public Schools School Improvement Plan 2010-2011

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?

At Apollo Elementary Professional Learning Communities are utilized for best practices in core subject areas throughout the grade levels. The PLC's are used to review the progress, monitor the data, identify instructional modifications needed, staff development and professional dialogue among the teachers, thus creating true professional learning communities. Weekly component meetings in reading, math, writing, or science are held. Administration provides a monthly calendar inclusive of upcoming events, and professional development. Teachers share successful strategies or best practices currently being implemented in the classrooms through grade level meetings and faculty meetings. The administrator facilitates Reading Leadership meetings with the leadership team, that take place a minimum of five times per year. The Reading Leadership team have a focus as instructional leaders of implementing best literacy practices for all grade levels. The scientifically-researched based literacy strategies were developed by the faculty and administration to ensure best practices. The best practices integrates literacy strategies such as exemplars, which are implemented in Kdg. through 6th grade classrooms, inclusive of all subgroups, to increase student achievement. Classroom Walkthroughs are conducted by administration to monitor classroom instruction and reviewed with the teacher for feedback.

Extended Learning Opportunities

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

Students in need of extended learning opportunities in both remedial and acceleration benefit from a variety of programs. The Academic Support Program, which offers remedial assistance to struggling students for reading, math, and science in grades three through sixth. During the 2010-2011 school year, the Academic Support Program will meet two days per week after the regular school day for students needing intensive remediation in math and reading. These subjects will have instruction based upon the school-data analysis from the 2010 administration of the FCAT, identifying areas of needed improvement. Apollo highly qualified teachers will use direct and small group instruction to target individual student needs. The materials they will use include FCAT Coach and 95% group interventions. Apollo will invite students who scored below 300 on the Science FCAT 2010 and 5th grade students in need of support to Science Saturdays. Instruction will be provided by Apollo's highly qualified 5th grade teachers. Students will participate on hands on instruction with essential follow up discussions using the 5E Method. The materials to be used include Elementary Science Leadership and Training Cadre developed lesson plans, FOSS Kits and other teacher selected items to cover the 14 Essential benchmarks assessed. Apollo Elementary provides students with voluntary clubs after school such as: Art club, Odyssey of the Mind, safety patrols, beginning & intermediate strings, chorus, Spanish and a LEGO Robotics team. Volunteers and Mentors donate their time for students at risk indicated subject areas to provide additional support. The publishing center at Apollo Elementary supports student authors and illustrators by having volunteers publish books for students and classroom books. Student Treasures publishing is also a program in its third year grades Pre-Kdg. through 6th grades for all students to have books published at Apollo Elementary at no cost. Our currently enrolled students attending the before and after school aged child care program participate in computer classes, complete homework assignments and classroom teachers collaborate with SACC staff to support continued academic learning. Enrichment activities are also provided for children in the SACC program. The SACC provides the link of school to home

for academic achievement. Third grade students who score a level 1 on the Reading FCAT assessment will receive invitations to summer reading camp where intensive remediation in vocabulary, phonics, phonemic awareness, reading comprehension, reading strategies and fluency will take place. SES is also provided for student who require these services per their IEP.

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	Kristen Turner	Elementary Ed 1-6, Media, Reading Endorsement	11	1	91% of students reading at or above grade level. 73% of students making a year's worth of progress in reading 68% of struggling students making a year's worth of progress in reading

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Dr. Pamela O'Kell, Principal

Lorna Kesner, Assistant Principal

Leeta Witherspoon, RtI Coach

Kristen Turner, Reading Coach

Lynn Santana, Guidance Counselor

Emily Randall, School Psychologist

Laura Brown, Guidance Counselor

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?

This is the second year for implementation of RtI at Apollo Elementary, which is in Phase 2 with coach support for a 3 Tier system. The RtI Leadership team meets with grade level teams to discuss teachers' concerns with students struggling with academic and/or behavioral issues. Baseline data is collected to evaluate and compare the student with peer performance to determine if a gap exists and RtI intervention is put into place using a three step process of Phase I of the RtI process. The RtI Leadership team designs an intervention plan for Tier II students that is scientifically research based (Bender & Shore, 2007). The plan for the Tier II students is implemented to determine the effectiveness of the intervention strategies through progress monitoring. In the event, that the Tier II intervention strategies are not successful for the student, then further assessments are conducted to place the student in a Tier III. Tier III is a final intervention level where specific intensive interventions. In the event, that a student is unresponsive to the interventions put into place in Tier III, then a Child Study Team Meeting is conducted to discuss further assessment.

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 Leadership team devised strategies to implement in the school improvement plan. Level 1 students, the lowest 25% of students, and ESE students will be progress monitored by the RtI Leadership team through strategies put into place with the school improvement plan. The RtI Leadership team has renewed emphasis on best practice of instruction for all students (Bender & Shore, 2007).

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.

A3 Vision, a district program, is streamlined with the SAR card and district assessments. Interventions are documented on the A3 Vision to progress monitor student academic achievement.

Describe the plan to train staff on RtI.

Administration began receiving training in July 2008 & 2009 (DuFour & DuFour, 2008). Administration received Phase I training from the district in July 2009, with a focus on strengthening Tier I and development of strong problem solving processes. Professional development in RtI is held during faculty and grade level meetings is ongoing in Professional Learning Communities.

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 1

SCHOOL-BASED OBJECTIVE

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

We will implement Professional Learning Communities as the means for improving our ability to differentiate instruction and continue utilizing Marzano's instructional strategies (questioning and graphic organizers).

- Reading Math Writing Science Parental Involvement Drop-Out Programs
- Language Arts Social Studies Arts/PE Other

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.

RATIONALE

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

A current best practice is to analyze the data to drive instruction with the following data:

Reading - Apollo Elementary scored 91% on the 2010 FCAT Reading. This constituted a 2% increase from the previous year. Even though our percentages of students at level 3 or above increased, there was a decrease in the percentages of students making learning gains in reading. In 2009, we had 78% of our students make learning gains in reading and in 2010, 73% of our students made a learning gain in reading. This constituted a 5% decrease from the previous year. One major positive from analyzing the data was our substantial increase in our 3rd grade scores. They had a 9% increase in students scoring level 3 or above. Thus continuing a steady upward trend in our 3rd grade scores. We firmly believe that if our Kindergarten thru 2nd grade teachers continue laying a strong foundation with our students, it will make it easier for our 3rd thru 6th grade teachers to help our students score a level 3 or above. In addition, it will help our teachers close the achievement gap among all subgroups.

Writing - 2010 FCAT Writes indicated Apollo Elementary had 84% of the 4th grade students meeting high standards in writing at 3.5 or higher. Apollo had 94% of the 4th students meeting high standards in writing in 2009, this was a 10% decrease from the previous year. We have to take into account that the 2010 FCAT test was assessed and graded differently. The essay was in narrative form this year and only one person at the state level scored it, whereas in previous years 2 people scored the writing test. This upcoming year we will make sure our PLC's address our need to improve our writing scores. Taking into consideration that our students need to score a 4.0 or higher to meet high standards.

Math - 2010 FCAT Math, Apollo Elementary had 89% of the students at grade level or higher, which was a 2% increase from the previous year. The data reflects that as a school we had an increase of 7% learning gains in math. There was a 25% increase in learning gains for struggling students from the previous year. The data indicates that 6th grade had the largest percentage increase in students scoring at level 3 or above with 85%. This constituted an 8% increase from the previous year, indicating a consistent pattern increase in this area. A negative trend noticed was that only 58% of our students with disabilities scored level 3 or above. This is the second year in a row that we did not reach our goal of helping this subgroup reach 75% or more scoring at grade level. Our PLC's will have a particular focus in this particular area of concern.

Science - 2010 FCAT Science, Apollo Elementary had 68% of the 5th grade students meeting high standards in Science. A 7% decrease was noted from the previous year. Even though the test format on the Science FCAT changed from the previous year, we will focus on making sure our students continue to meet high standards at level 3 or higher.

Best Practice:

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

Apollo Elementary has built a wide repertoire of professional development to enhance instruction each year. This year professional development has a particular focus of Professional Learning Communities. Professional Learning Communities support and complement Apollo's vision and mission statement. There is overwhelming evidence from current research and best practices that confirms the importance and value of systematic implementation of professional learning communities. Benefits for students and teachers are substantial. (DuFour & DuFour, 2010) Effective Professional Learning Communities takes place when the teacher has an inviting spirit and has effective ways to group students in skills-focused instruction (Hasbrouck, 2008). Some of Marzano's Essential Instructional Strategies will continue to be implemented this year for students. A special emphasis will be given to questioning and advance organizers integrated

with the Thinking Maps training. Marzano (2003) explained that the expert teacher has more strategies than the ineffective teacher. Marzano recommends that teachers should be provided with an instructional framework for teaching units that employ research-based strategies. This guides teachers to the most appropriate use of strategies. Establishing clear goals, monitoring progress, reviewing, practicing, and applying content will help students apply their knowledge. The differentiated instruction and questioning techniques will provide insight to teachers with best practices. Apollo recognizes developing classrooms that positively affect student achievement by providing differentiated instruction tailored to students' specific needs is a common trait of highly successful schools. (Gibson & Hasbrouck, 2008). Therefore we will begin PLC's on Differentiated instruction to help teachers better understand and use assessment as a critical tool to drive instruction. Differentiated instruction also adds new instructional strategies to teachers' toolboxes introducing or reinforcing techniques to help teachers focus on curriculum essentials.

Analysis of Current Practice:

(How do we currently conduct business?)

These are Apollo's current practices in reading, writing, math and science.

The Macmillan/McGraw-Hill Florida Treasures program is the adopted district Reading program. The 90 minute uninterrupted reading block is scheduled daily. The *iii* is set aside daily outside of the 90 minute uninterrupted reading block for 30 minutes. This year, current trends in reading instruction will focus on third through sixth grade small group differentiated instruction in comprehension, fluency, and vocabulary skills. All below grade level students will have a PMP plan in place to address deficient areas, inclusive of third-grade level 1 students and they will be recommended for ASP classes, as well as any level 1 student in third through sixth grades. Voyager will be used with second and third-grade students working below grade level to differentiate instruction for areas in need of improvement in reading. Diagnostic testing and a PASI/PSI will be administered to the lowest 25% of students in reading, inclusive of all third-grade students working below grade level in reading, with emphasis on Level 1 students. Differentiated instruction in a flexible small group setting and *iii* will be in place for the lowest 25 percent of students in reading. The Barton Reading Program and Triumphs will be used for *iii* instruction for below grade level students in reading for Kdg. through sixth grades. Progress monitoring will take place for the lowest 25 percent of students, inclusive of all third-grade students and level 1 students in reading.

The writing programs currently used for writing in Kdg. through sixth grades, consists of the *Piece By Piece* pacing guide, *Developing Artistic Writing*, Conventions and Writing Skills in place. Two writing books, *Mentoring Text*, and *NonFiction Mentoring Text*, have been implemented as professional development with the teachers to further enhance writing instruction this year. Apollo Elementary has used professional development in writing instruction on the forefront for the past several years. Last year, a school-wide writing cadre was established at Apollo Elementary. The writing POC and a member of each grade level from Kdg. through sixth grade made up the writing cadre. The writing POC will enhance communication from district meetings with the writing cadre with updated information. A 30 minute time frame is set aside each day in the schedule to allow for student instruction in writing, outside of the 90 minute reading block. District writing assessments are analyzed to drive instruction in writing for each grade level. The writing cadre collaborates on ways to improve writing instruction in areas indicated from the district writing assessment.

Currently, at Apollo Elementary, the Scott Foresman enVision (K-5 grade) and the Macmillan/McGraw-Hill Glencoe (6th grade) Math programs are implemented for mathematics instruction 90 minutes daily. Our math data drives our instruction at Apollo Elementary. Small group differentiated instruction is implemented in mathematics. A closer focus on small group differentiated instruction with the use of manipulatives needs to take place for all subgroups in K-6 grades in mathematics. The 3rd grade classes will be conducting timed skill tests to improve student achievement in math. Teachers will incorporate differentiated instruction for students working below grade level in math, inclusive of the lowest 25 percentile of students and Students With Disabilities. Teachers work with below grade level students using the following scientifically researched based programs: Classworks, FCAT Explorer, PROMISE Module techniques, and Brain Pop. 5th and 6th grade teachers will be using Successmaker to help drive small group instruction. Progress monitoring takes place through the use of chapter tests, and inventory testing to determine student academic progress in math.

The science curriculum currently in place at Apollo Elementary is the Scott Foresman Science program for grades Kdg. through sixth grades. Science instruction at Apollo Elementary is aligned with the Florida Sunshine State Standards. Science literacy is developed with our students by actively involved investigations that teach the content area as well as the essential process skills with real-world connections. The strands that need to have emphasis are the Physical and Chemical Sciences, Life and Environmental Sciences and Scientific Thinking. Attendance needs to be increased at the Science ASP classes.

The data reflects that the instructional strategies we are utilizing in the classroom along with the proper implementation of our core programs are increasing student achievement. However, research suggests that if we implement Professional Learning Communities we can take our school to a higher level of student achievement. Currently, we have strong grade level teams that meet regularly to share strategies and ideas that help increase student achievement, but we need to make it a priority that all grade levels meet together to have professional development in areas that are of need. Thus, we believe that the addition of PLC's in Differentiated Instruction and Marzano's strategies (questioning and graphic organizers) will enable us to close the achievement gap in Reading and Math with our students with disabilities, African American and economically disadvantaged. These are the areas in which the data reflects Apollo needs to focus on in order for us to be an A school that meets AYP.

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GOAL 1

SCHOOL-BASED OBJECTIVE

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

We will implement Professional Learning Communities as the means for improving our ability to differentiate instruction and continue utilizing Marzano's instructional strategies (questioning and graphic organizers).

STRATEGIES:

<i>ACTION STEPS</i>	<i>PERSON RESPONSIBLE</i>	<i>TIMETABLE</i>	<i>BUDGET</i>	<i>IN-PROCESS MEASURE</i>
Identify teacher leaders to develop common language for Professional Learning Communities and provide support for all participants.	Principal	August 2010		Faculty Meeting
Obtain input from teachers regarding PLC content/focus dependent upon ongoing progress monitoring.	Principal, PLC contacts	September 2010- May 2011		PLC Meeting
Identify teacher leaders to serve as PLC contacts in Reading, Math, Writing, Science and Technology.	Principal	September 2010		PLC Meeting
Create a timeline for the introduction and completion of each PLC to maximize time utilization.	Principal, PLC contacts	September 2010		PLC calendar
Present information from PLCs to students, parents, stakeholders at school-wide functions.	Principal, PLC contacts, Teachers, SAC	September 2010 - May 2011		Apollo website, SAC minutes
Incorporate methodology of 21st century skills to increase effectiveness of instruction in PLCs and foster cooperative learning	Principal, Assistant Principal, PLC contacts, Teachers	September 2010- May 2011		Walk throughs

environments across all core academic areas.				
Use the focus from PLCs in PDP Action Research Plan	Principal, Assistant Principal	October 2010		Teacher's PDP Action Research Plans
Literacy Coach will provide training and model lessons to teachers on differentiating instruction in reading.	Literacy Coach	September 2010- May 2011	\$39,988	Literacy Coach Log and classroom walk-throughs
Utilize classroom walk-throughs with reflective feedback sheets to monitor time on task, best practices, engagement and to encourage growth and reflection	Principal, Assistant Principal	weekly		class walkthroughs
PLC contacts facilitate professional development to staff during faculty meetings.	PLC contacts, Literacy coach, Administration	September 2010- May 2011		Faculty meeting agenda, Sign in sheets
Faculty shares PLC strategies they have implemented into their classroom instruction during grade level team meeting and faculty meetings.	Principal	September 2010- May 2011		Faculty meeting agenda
Assistant Principal will select teachers to instruct After School Programs. (Reading, Math and Science)	Assistant Principal	September 2010		Log Sheets
Assistant Principal will purchase district adopted materials to be used in After School Programs. (Reading, Math and Science)	Assistant Principal	September 2010		Sign out sheets

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GOAL 1

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other: From % in 2010 to % in 2011.

Math:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other: From % in 2010 to % in 2011.

Writing:

Total
Population: From % in 2010 to % in 2011.

Science:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

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GOAL 1

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
Next Generation Sunshine State Standards f...	OTHER
CORE Reading Program	Thinking Maps
Technology for the Classroom	Technology for the Classroom
OTHER	OTHER
Effective Questioning in Mathematics	

If District Request Other, please enter:

Parent Leadership Meetings

If School Based Other, please enter:

B.E.S.T, Edline, Professional Learning Commun...

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 1

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Salaries	Reading Coach	District Funded	\$39,988
Salaries	After school program	ASP	\$12,246.0
Materials	Supplies	ASP	\$1,500
Salaries	Science ASP	ASP	\$600.0
Materials	ASP science supplies	ASP	\$119.0
		Total:	\$54,453

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GOAL 2

SCHOOL-BASED OBJECTIVE

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

Apollo Elementary will continue to build positive relationships and community involvement with business partners and parents through on-going communication to increase volunteer hours.

- Reading Math Writing Science Parental Involvement Drop-Out Programs
- Language Social Arts/PE Other
- Arts Studies

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.

RATIONALE

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

The 2009-2010 Annual Client Survey results showed that 86% of Apollo's parents were involved in School affairs. A decrease of 2% from the previous year was noted. Data also showed that volunteers logged in over 28,000 hours , an increase of 2,746.48 hours. Attendance with parent involvement fluctuates depending upon the type of program Music programs have as much as 100% attendance, while the PTO meetings have attendance of only 5% attendance. The Data indicates that we have increased the number of volunteer hours. Although we have noticed a decrease in the number of volunteers, making it even more difficult to maintain our high number of volunteer hours.

Best Practice:

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

According to No Child Left Behind, parents play an integral role in assisting their child's learning, are encouraged to actively get involved in their child's school and are full partners in their child's education. Countless studies demonstrate that students with parents actively involved in their education at home and school are more likely to earn higher grades and test scores... (Henderson,Johnson,Mapp & Davies,2006). We will begin by creating a set of positive beliefs about family engagement; we need to believe it can be done and we can do it. We will continue by having PLCs focused on strengthening collaborative relationships and to offer practical advice for improving interactions between teachers and parents. PLCs focus will include using communication logs effectively, edline training for keeping webpages up to date and interactive and ideas and support for curriculum based family nights. When teachers reach out with the goal of building partnerships based on mutual respect and common purpose, families will respond (Henderson, Mapp, Johnson, Davies, 2006). It is essential for us as educators to remember and understand that the families who send their children to us each and every day want their children to succeed in school and in life. Research supports that it is a misunderstanding that parents of economically disadvantaged, exceptional education and minority students care less about the education of their children. Often times they care more and are working two or three jobs to have their chance at the American dream. If educators do come up against the rare parent who is unable to be involved in their child's education then we need to attempt to find another person in the child's life who can step in and fulfill this essential role (family member or friend or community mentor). In their studies, Kathleen Hoover-Dempsey and Howard Sandler found that their are three key concepts that influence the choices parents make about being involved in their children's education (educators need to keep these in mind): 1. How parents develop their job description as a parent (role construction) - what parents think they're supposed to do to help their children and the influence their friends and family have on what's important and acceptable; this is often influenced by the family's cultural background. 2. How confident parents feel about their ability to help their children (efficacy) - parents are more likely to become involved if they feel they have the skills and knowledge to help their child, their child can learn what they have to share, they can find other sources of skill or knowledge if needed and what they do will make a positive difference in their child's learning. 3. Whether parents feel invited by both their child and the school - this "sense" of invitation is influenced by signals the parents receive from their child and school staff. The signals let the parents know what their child and the staff wants and expects. School and family relationships need to be built on trust, the underlying issue of all productive relationships. (Johnson & Davies, 2002)

Analysis of Current Practice:

(How do we currently conduct business?)

Apollo continues to build positive relationships with parents through on-going communication including: newsletters, PTO, volunteer program, Family Fun Nights, parent nights, and providing parent training programs at the school, free of charge. We would like to increase the total number of parents involved in school affairs to 90% on the 2010-2011 Client Survey. The volunteer hour total in 2009-2010 was over 28,000. Apollo Elementary will increase their volunteer hours to 28,500 hours for the 2010-2011 academic year, which is an increase of 500 volunteer hours. In the 2010- 2011 school year we will host a Parent Night to introduce and discuss the new Kindergarden report card. We will schedule a Math Parent Support Night to assist parents in understanding the new Math curriculum and standards. Apollo teachers and administration will work with families to build parents' capacity for using effective practices to improve their own childrens' academic achievement. We will have presentations available on parent conference night to explain FAIR and SRI results to the parents and give them the opportunity to explore "now what do I do?". We will offer Thinking Maps instruction and support for parents so they can reinforce the graphic organizers being used in the classrooms. Since research demonstrates that parental involvement increases student achievement, Apollo will continue to help foster positive home and school relationships through meaningful parent night activities.

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 2

SCHOOL-BASED OBJECTIVE

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

Apollo Elementary will continue to build positive relationships and community involvement with business partners and parents through on-going communication to increase volunteer hours.

STRATEGIES:

<i>ACTION STEPS</i>	<i>PERSON RESPONSIBLE</i>	<i>TIMETABLE</i>	<i>BUDGET</i>	<i>IN-PROCESS MEASURE</i>
Continue to utilize the communication tools of planners, newsletters, websites, Edline, report cards, interim reports, conferences, phone calls, and emails.	Principal, Teachers	August 2010- May 2011		Newsletters, conference sign in sheets, website monitoring
Parent involvement liason will be designated . The parent liasion will attend the district Parent Leadership meetings.	Volunteer Coordinator	August 2010 - May 2011		VIPS System
Volunteers will sign in and out through the VIPS system to log voluteer hours.	Volunteer Coordinator	August 2010 - May 2011		Assistant Principal
Each Grade Level will select an evening to have Family Night and provide training in core subjects.	Teachers	August 2010 - May 2011		Agendas and sign-in sheets
Provide Volunteer training during Volunteer Orientation.	Volunteer Coordinator	August 2010 - May 2011	\$75.0	Agendas and sign-in sheets
Acknowledge Volunteers during the Volunteer Luncheon.	Volunteer Coordinator	May 2011	\$150.0	Agendas and sign-in sheets

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 2

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

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Other: From % in 2010 to % in 2011.

Math:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
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Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other: From % in 2010 to % in 2011.

Writing:

Total
Population: From % in 2010 to % in 2011.

Science:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.

ADDITIONAL OUTCOME INDICATORS:

2010-2011 Parent Survey results will reflect a 2% increase in parental involvement in School affairs from the previous year.

PROGRESS MONITORING:

Parent Surveys collected

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 2

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
OTHER	Thinking Maps
	Hands-On Activities for Math
	OTHER

If District Request Other, please enter:

Parent Leadership Meetings

If School Based Other, please enter:

B.E.S.T, Edline, Professional Learning Commun...

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 2

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Other	Volunteer Luncheon	Discretionary Dollars	\$150.0
Other	Volunteer Orientation	Discretionary Dollars	\$75.0
		Total:	\$225

