

Focus Year 2

**Bear Creek Elementary School
St. Petersburg, FL**



Timeline



Criteria for Meeting Expectations for Continuation of Grant

- SAT 10 in Grades 1 and 2 and FCAT in Grade 3
- Schools should show a decrease in the percentage of students at high risk.
- Schools should show an increase in the percentage of students meeting expectations.

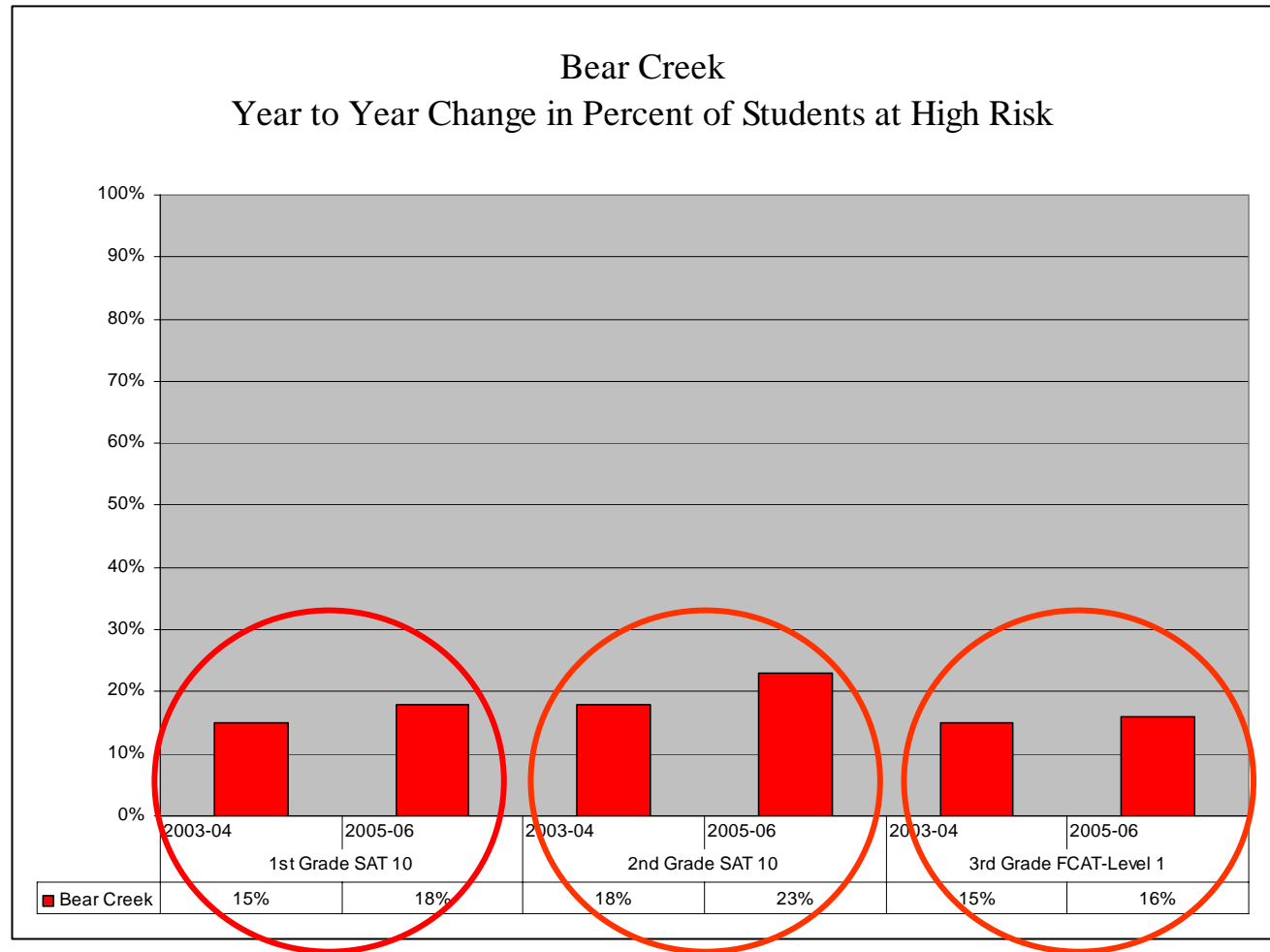
DATA



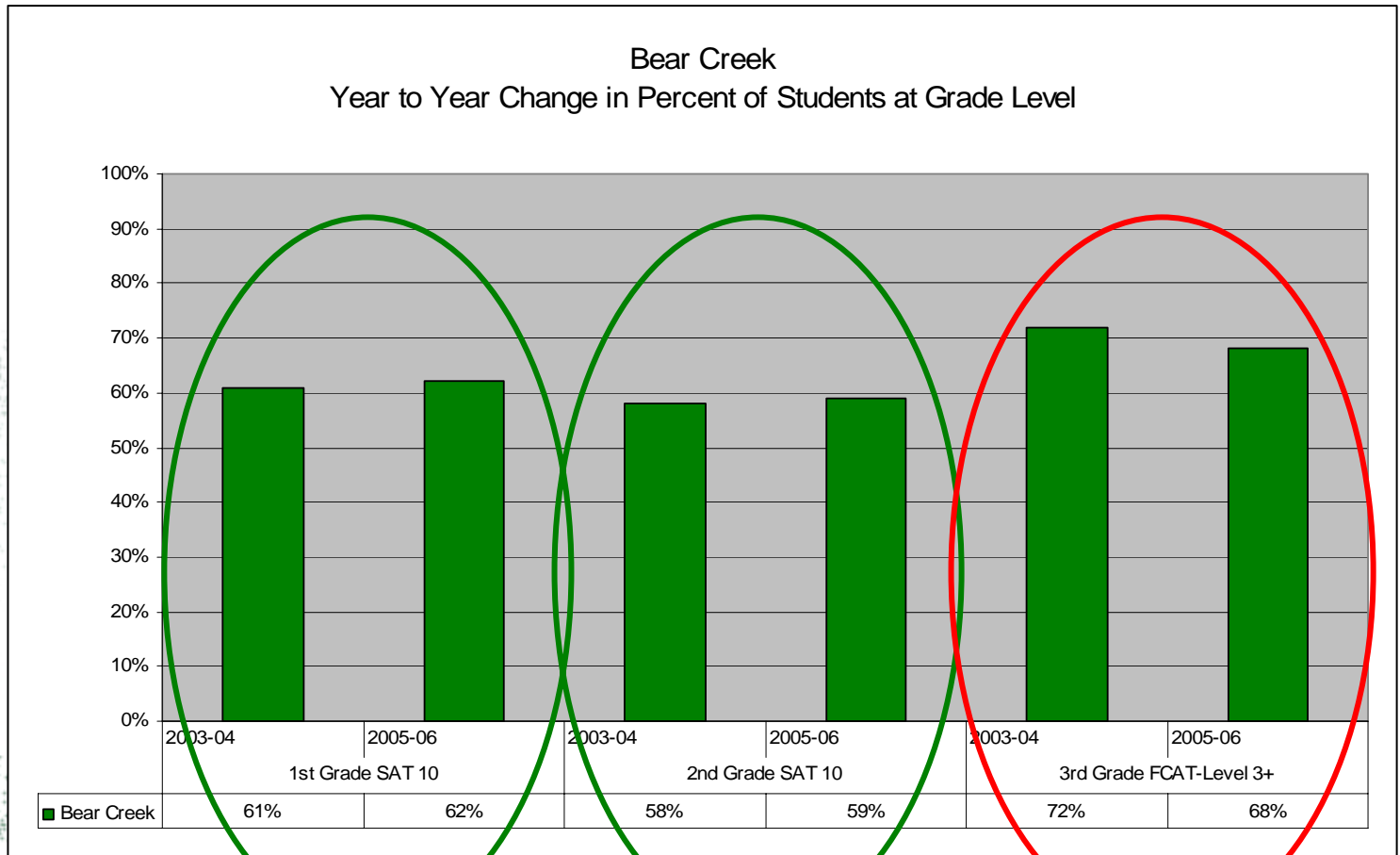
School Result (from state)

District	School	% of students at GL		YYGL13	% of students at HR		YYHR13
		03-04	05-06		03-04	05-06	
Pinellas	Bear Creek Elementar	63.18	63.56	0.39	16.00	18.79	2.60

Bear Creek showed an **increase** in the students at high risk in all grades.



Bear Creek showed an **increase** in the students meeting expectations in grades 1 and 2, but **decreased** in Grade 3.



**Bear Creek Elementary School Assistance Plan
Reading First Schools Not Meeting Progress
(Identified by the Just Read Florida Office)**

Principal: Paula Texel

Reading Coach: Kati Thompson

District Reading First Leadership and Support Team: Deanna Texel, Jeani Fullard,
Shirley Bair

Reading First Regional Coordinator: Eyvonne Ryan

Date: October 3, 2006

	Decreased Percentage of Students at Risk	Increased Percentage of Students on Grade Level
SAT 10 Grade 1	No 15% (03-04) to 18% (05-06)	Yes 61% (03-04) to 62% (05-06)
SAT 10 Grade 2	No 18% (03-04) to 23% (05-06)	Yes 58% (03-04) to 59% (05-06)
SSS Grade 3	No 15% (03-04) to 16% (05-06)	No 72% (03-04) to 68% (05-06)

Roles in Deployment of the Focus School Plan

- Regional director
- District coordinator
- Principal
- Reading coach
- Teacher



Programmatic Support

Support Selected	Support	Person Responsible	Target Date(s)
X	District consultant to work with the school on a continuous basis	Shirley Bair - district Eyvonne Ryan - state	Schedule school contacts twice per month.
X	Analyze student achievement data	Kati Thompson, Reading Coach Shirley Bair Eyvonne Ryan	End of October 2006
X	Monthly reviews of their plan with immediate interventions for improvement	Kati Thompson, Reading Coach Shirley Bair Eyvonne Ryan	End of each month – submitted to Deanna Texel

Administrative Support

Support Selected	Support	Person Responsible	Target Date(s)
X	Modeling and coaching for principals	School Reading Coach	Monthly demonstrations in classrooms of effective lessons
X	Additional principal training	Paula Texel, Principal Teachscape, State Conference, National Reading First Conference	ongoing
X	Reassessment of the school's Reading First budget	Kati Thompson Paula Texel	End of October
X	Quarterly reports to the Area Superintendents and the Executive Leadership Team for their recommendations.	Kati Thompson Deanna Texel	Submit at end of each Dibels cycle



Process for Organizing and Presenting Focus School Data to the School Staff



Reading Coach and Principal analyzed the first through third grade SAT-10 scores by class in order to prepare for grade level meetings.

<u>Class List</u>	<u>OLV</u> <u>(PPVT III)</u>	<u>RC</u> <u>(STANFORD 10)</u>
Bryce	92nd	95th
Martin	42nd	81st
Jason	50th	75th
Christopher	84th	75th
Robert	81st	75th
Turner	73rd	65th
Najia	19th	65th
Dontae	8th	59th
Lamar	14th	55th
Marissa	55th	55th
Madison	58th	55th
Barry	30th	51st
Devin	30th	51st
Erika	18th	38th
Patrick	39th	38th
Madison	25th	34th
Daniel	82nd	32nd
Kobi	16th	25th
Mykeria	2nd	20th
Tabria	2nd	11th
Brittany	34th	9th
Ira	8th	6th

By the Numbers

Reading Coach prepared this information before meeting with grade level teams



Meetings With Grade Level Teams

- Shared our Focus School status (continue for 2nd year)
- Shared with them the “By the Numbers” form which was already filled out with student information
- Discussed and noted what was currently being implemented with these struggling students



How Did the Teachers Feel?

- During this second year of being Focus School status, teachers felt more comfortable talking about the areas of concern.
- More open to changing the interventions they were using.

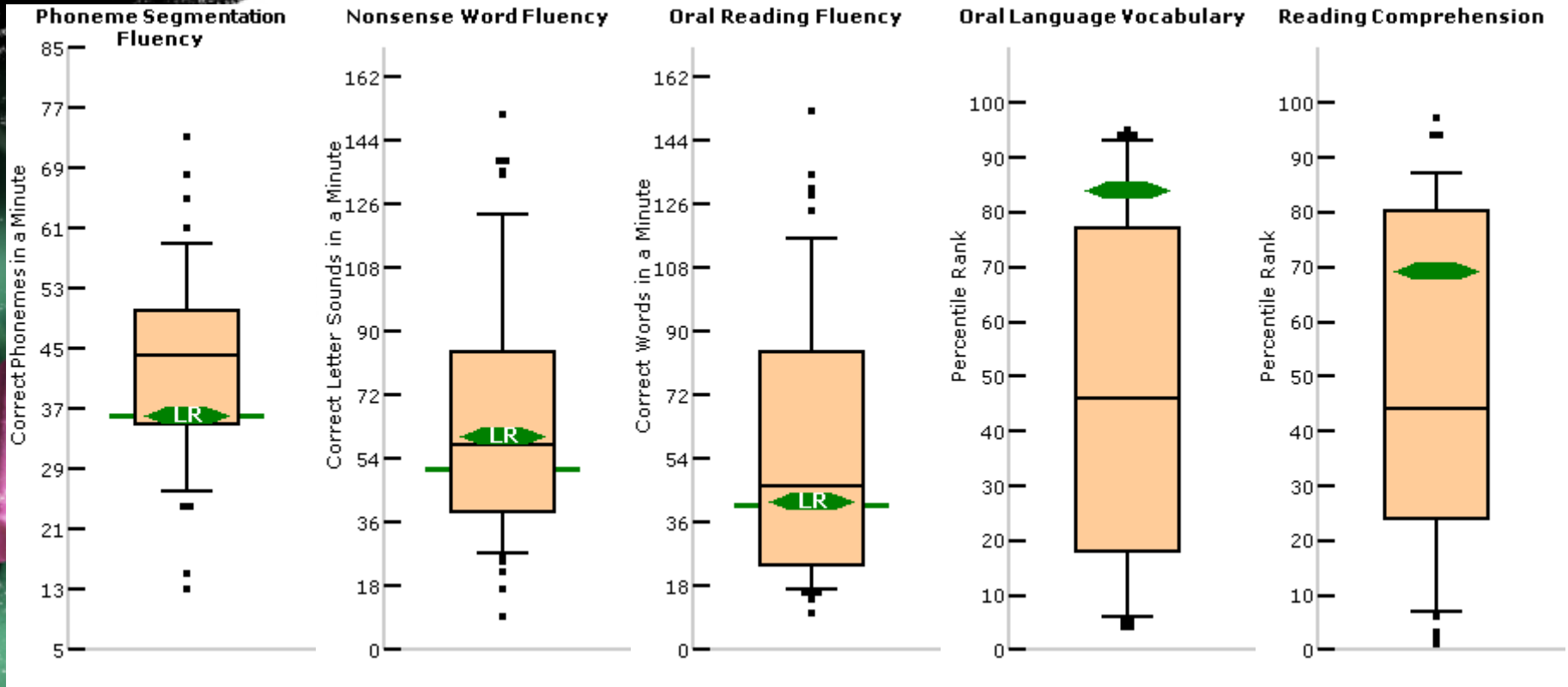


Additional Resources

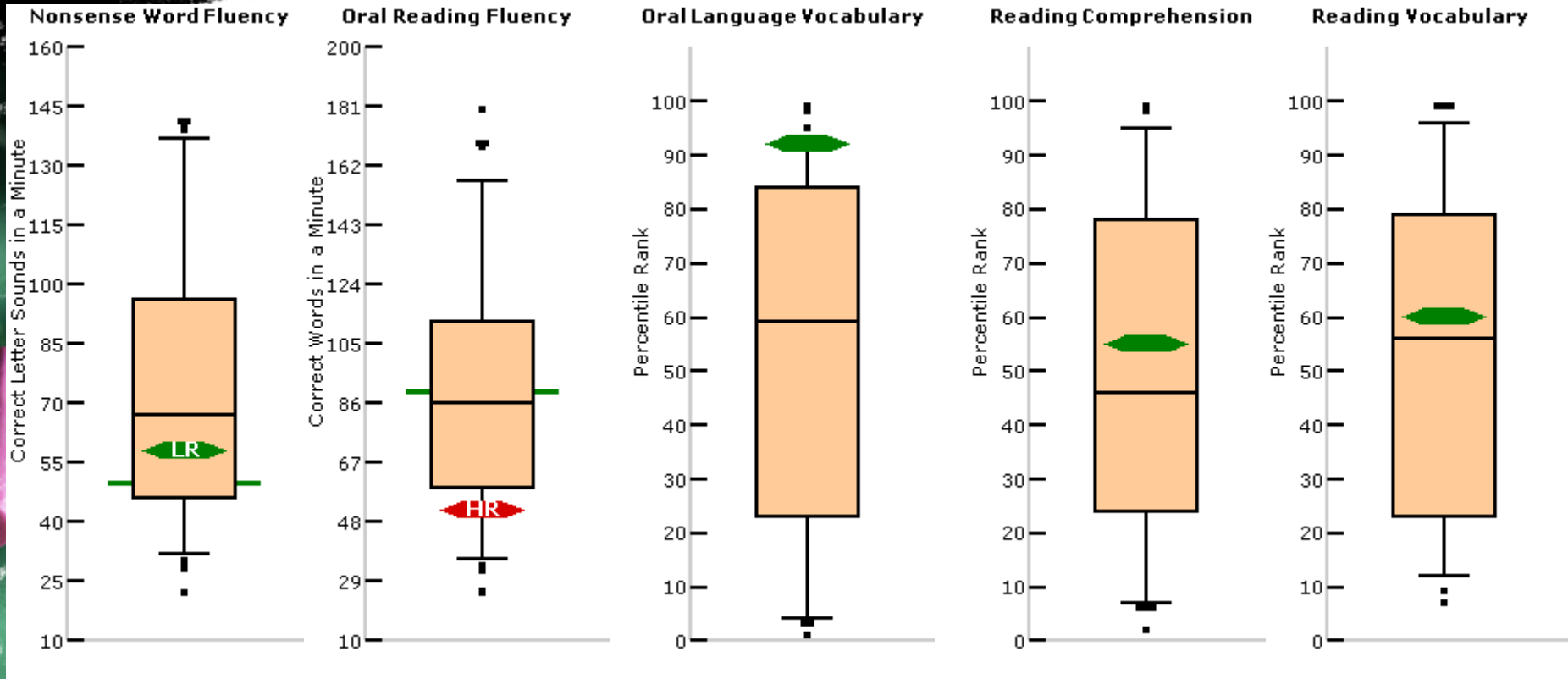
- Teachscape
 - www.teachscape.com
- Demonstrated how to utilize PMRN more efficiently and thoroughly
- Used these reports during parent conferences and staffing process

One Student's Historical Data

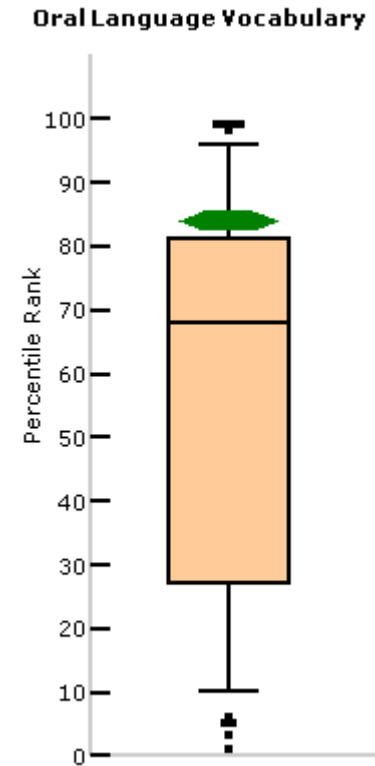
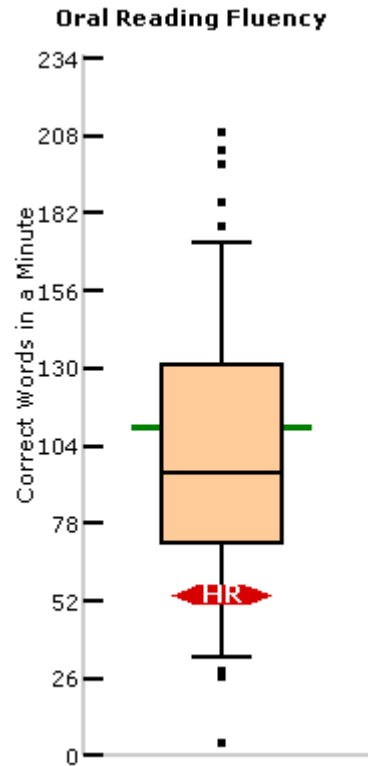
1st Grade



2nd Grade



3rd Grade





Individual Meetings With Teachers

Discussion included...

- What could be implemented with specific students who continued to score in the high risk range
- Strategies or programs added included Great Leaps, OPM, Quick Reads, Earobics

Consistency was the biggest key!



So Where Is Bear Creek Now?



Percentage of Students Scoring at Low Risk on 1st Grade SAT 10 2006-2007

2006 = 62%


2007 = ___%



Percentage of Students Scoring at Low Risk on 2nd Grade SAT 10 2006-2007

2006 = 59%

2007 = ___%



Percentage of Students Scoring Level 3 and Above on Grade 3 FCAT 2006-2007

2006 = 68%

2007 = ____%

Ongoing Progress Monitoring

- Dig deeper into data through collaboration
- Reading Coach and K-3 Teacher have done OPM with 47 students (Gr. 1-3)
- Will eventually move these to the teachers to do



Ongoing Progress Monitoring

- Insert OPM data (end of year)



Family Involvement

What is necessary for these events to be successful?

- Support from PTA
 - Provide snacks, supplies
- Support from Teachers
 - To talk up events and gather enthusiasm
- Advertising
- Child Care during events



Take Home Reading Program

- ❖ Grades 2 & 3
- ❖ 50 students
- ❖ Once a week



Student Led Bookstore

- ❖ Why & how did we start this?
- ❖ One day per week before school
- ❖ One day per month during lunches
- ❖ Run by 5th graders
- ❖ Benefits for our students (Insert - quotes from parents/students/teachers)





Parent Nights

- Reading Night
 - *Grade level specific*
 - *Guided Reading lessons, Gr. K/1*
 - *Focus Skill lessons, Gr. 2-5*
 - *Free books for those in attendance*
- Families Building Better Readers
- Pajama Night
 - Make a book activity
 - Talk about summer reading activities

Donuts with Dad



Muffins with Mom

