

2010-11 School Improvement Plan Summary Report

Goal 1: To improve students' writing skills

To reach our goal to improve our students' writing skills, we used a variety of strategies. Rubrics were used across grade levels and subjects to allow assessment of students' writings to be more objective and consistent. The rubrics provided criteria for students to help them understand the expectations of their work and how it would be evaluated. These rubrics also provided specific feedback to students in areas of strengths and improvements. Students were also provided the opportunity to self evaluate their own work. In addition to implementing rubrics to help assess students' writing, teachers held writing conferences with their students to help assist them throughout the writing process. Teachers also utilized paired sharing in the classroom amongst their peers to help during the revision and editing process. Teachers collaborated during their grade level meetings to brainstorm ideas to increase writing skills across the curriculum and discussed student progress. Teachers also took an online writing survey in May 2011. Several teachers kept samples of students' work in a writing portfolio. These portfolios were sent home at the end of the school year. Finally, a new standardized writing assessment was purchased to assess students' writing in Grades 3-8. The ERB (Educational Records Bureau) Writing Assessment Program was administered in the spring. The results were analyzed and used to assess specific writing skills. Teachers at each grade level were asked to collaborate and create a list of strengths and areas for improvement to help drive their instruction in writing for the next school year. The WrAP (Writing Assessment Program) rubric used to assess students' writing indicated a mean score of 3.8 in the overall development of writing on a rubric scale of 6 for students in Grades 3-8. This data will be used to compare students' writing in the classroom using the specified categories within the rubric.

A component of the ERB writing assessment includes the WPP (Writing Practice Program). Parents and teachers were informed of the new writing assessment program. Students were provided with user names and passwords to assess the program online. This interactive writing practice program was utilized by several students to practice writing skills. This web-based online writing practice program also provides an electronic portfolio that keeps track of the progression of students' writing skills. It also provides support to help students in specific areas for improvement via tutorials.

Electronic files of graded writing samples at each grade level have also been placed in the Teacher Resource drive in a folder named "School wide Testing" which will provide models of writing samples for teachers and students.

Goal 2: To develop a plan to strengthen reading instruction

St. Petersburg Christian School strives to achieve the highest level of vigor in our classroom, especially in reading. As a school, we are advancing our knowledge and resources to fulfill this goal. Currently, SPCS has a team dedicated to creating a scope and sequence for grades K-8. These scope and sequence reports will align to the Florida State Sunshine Standards. Grades K-5 reading scope and sequence was completed during the summer of 2010. The reading scope and sequence for Grades 6-8 is still in the process of being completed.

In addition to this, teachers have collaborated during grade level meetings and school improvement planning meetings to analyze our current reading resources and instructional methods to help evaluate our reading instruction. Curriculum based assessment in Grades 2-5 were administered at the beginning and end of the school year to assess student growth in reading skills. Our STAR (Standardized Assessment Reading) program monitors students reading level growth in Grades 1-8 throughout the year. This assessment is administered in the computer lab at the beginning, middle, and end of the school year. The AR (Accelerated Reader) program is also used to assess students' reading comprehension on trade books they have read. This assessment provides immediate feedback to the student and the teacher with reading comprehension.

Additional reading resources were also purchased for teachers to support reading instruction. These resources have been shelved in the media center in the teacher resource section. Reading incentive programs and other reading activities have been implemented across grade levels to promote reading. These include the following: Monthly Reading Assemblies, Battle of the Books Competition, 600 Minutes for Summer Reading, and SSYRA (Sunshine State Young Readers Association) Competition. There is also required reading for middle school students during the

summer months. Students select from a list of books to read and present the book in English class the next school year. The Title I program and Learning Resource Center also provides support for struggling readers during school hours. Our PTF (Parent Teacher Fellowship) also provided a book exchange for SPCS families during one of our meetings. Our media specialist also facilitated two book fairs during the school year to promote reading.

SPCS also provided opportunities for teachers to attend reading conferences and training seminars. During the summer of 2010, an elementary and middle school teacher was sent to a reading conference in New York. Resources were purchased at this conference for teachers and ideas gained from the conference were shared with all teachers during a faculty meeting. In addition to this, several teachers were sent to a reading conference in Orlando during the 2011 school year. The information received from this conference was also shared with teachers during a faculty meeting.

Additional reading resources, which include best practices for teaching reading, were also purchased in June 2011. These resources will be used for professional development in reading instruction. We will continue to strengthen and advance our reading instruction at all grade levels.

Goal 3: To increase teacher use of instructional technology in the classroom

St. Petersburg Christian School strives for continuous improvement that incorporates instructional technology in the classroom. Last year, interactive white boards were placed in several classrooms. Over 80% of our classrooms have interactive white boards. Instruction on implementing this new tool in the classroom was provided by experienced teachers. Additionally, several teachers were given the opportunity to complete the online Blossom Smart board training during professional development days in November. Several teachers also attended the annual Florida Educational Technology Conference (FETC) in February. The information gained from this conference was shared with all teachers during a faculty meeting.

An annual online technology survey was implemented and administered to teachers, parents, and students in May 2010 to evaluate technology instruction and technology use in the classroom. These results were reviewed and analyzed during the school improvement planning day in June 2010 by faculty. The results of another survey taken by students and teachers during the school year of 2010-2011, were featured in the SPCS school newspaper, which is published by our MS students. The authors polled students and teachers to find out how often technology was used in the classroom and whether these groups perceived that technology was successful. Our annual technology survey was administered again in May 2011 to parents and teachers. This important annual survey will continue to provide feedback on the pulse of the most popular technology tools and will assist in the selection of future purchases of technology software and online subscriptions to support technology instruction in the classroom. SPCS continues to utilize a variety of programs such as BrainPop, Education City, Spelling City, United Streaming, Smart Exchange, etc. to enhance classroom instruction and learning. The results of these surveys were used to update our yearly technology goal and our three year technology plan. The three year technology plan was updated and written in June 2010, and its implementation began during the 2010-11 school year.

As evidence of technology use in the classroom, teachers submitted lesson plans documenting instructional technology. This provided a method for administration to observe that technology was being utilized to promote active learning in all classrooms.

To encourage mutual sharing of creative ideas using technology in the classroom, SPCS used a shared database with access to all teachers, staff, and administration. This provided for easily transferable ideas from one teacher to another. In addition to a shared database, it is important to communicate these concepts to each other face to face. After attending an online class or seminar, teachers were given the opportunity to share instructional topics and concepts with all members of the teaching staff. Our technology committee also meets on a monthly basis to review the progress of our technology goals, share ideas, and address technology concerns.

Teachers were also provided with a new technology resource (Teacher Web Resource Notebook and CD: Links to Learning and Teaching). Each teacher was provided a hard copy and an electronic copy of this technology resource. The technology resources contained in this book were researched and selected using SPCS Curriculum Guides to

ensure they align with the school's curriculum and goals. Professional development was provided to introduce this resource and its implementation. It has also been stored electronically on the teacher's resource drive for easy access.

One aspect of our school's vision is to provide academic excellence, and we believe that can be better accomplished with a dedication to maintaining and staying current with our technology and the way we utilize technology in the classroom.

Goal 4: The school's atmosphere will reflect a Christian environment

The school has improved and has reflected on the areas of Christian growth in service opportunities, involvement in chapel services, guidance, and instruction in the classrooms. A Spiritual Emphasis Committee meets on a regular basis to discuss student involvement and various opportunities for community service. Students meet for chapel services on a weekly basis throughout the school year. Students have demonstrated involvement this year in chapels, drama, and music. Elementary and Middle School students were involved in singing during Spiritual Emphasis Week. Musical Theater provided singing and drama for Elementary Chapel, and elementary classes provided their own drama plays and/or skits during chapel services. Eighth grade students have led the entire chapel service for both Middle School and Elementary chapels at the end of the school year. Through our guidance program, "Shining Star" students were recognized and encouraged for demonstrating Christ-like attributes.

Students are also involved in school-wide mission projects and class mission projects during the school year. These mission projects this year included some of the following:

- Thanksgiving Food Drive
- Project Hanukah
- Toy Drive for military families
- Salvation Army Can Drive
- St. Petersburg Free Clinic Project
- Suncoast Cathedral Silver Saints (Senior/Retired Church Members)
- Car Wash for Fallen Officers
- Basket for Fallen Officers
- Nursing Home Ministry

In addition to school-wide and class mission projects, our MS students are now required to complete 15 hours of community service as part of their graduation requirement.

We have continued to collaborate with Suncoast Cathedral pastors by having different pastors speak during our chapel services and other special services such as Thanksgiving, Easter, and Spiritual Emphasis Week. Pastors are also invited to our Sports Banquet, Christmas, spring, and graduation services and/or concerts. They have been asked to pray and/or been invited to be our guest speakers at some of these events. We are in the process of inviting Suncoast pastors to partner with us in serving as small group leaders on our campus.

In middle school, students are allowed to express their ideas in guidance classes, friendship groups, and in our student government meetings. Through these venues students were given many opportunities to generate ideas for service projects. For example, the fifth grade boys created a basket for the Fallen Officers and facilitated a canned food drive for the Salvation Army. The Girl's Scouts of SPCS planned and organized a car wash for the Fallen Officers which raised money to support their families. Fifty percent of our eighth graders participated in the St. Petersburg Free Clinic Project. Our middle school SGA (Student Government Association) students served senior citizens breakfast during one of their Silver Saints events at Suncoast Cathedral. Students' ideas for chapel songs and topics to be covered during chapel were also implemented in our chapel services.

SPCS continues to promote a Christian environment via our Peace Keepers Mentoring Program, Shining Stars, Bullying Intervention Program, Friendship Groups, Spiritual Emphasis Week, and Respect Rally. Biblical principles are also implemented across every subject area in classrooms and Bible continues to be taught in each classroom on a daily basis.