

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Area:

Freedom 7 Elementary School of International Studies

Central Area

Principal:

Area Superintendent:

Mrs. Sandy Demmon

Mrs. Dorine Zimmerman

SAC Chairperson:

Mrs. Lisa Enrique

Superintendent: Dr. Brian Binggeli

Mission Statement:

To continue the International Baccalaureate Primary Years Programme, a concept based curriculum that empowers students to become inquirers who are responsible world citizens and reflective lifelong learners.

Vision Statement:

Freedom 7 Elementary School of International Studies, an International Baccalaureate Primary Years Programme School, provides a quality public education with a rigorous and relevant transdisciplinary curriculum. Students are encouraged to become critical and compassionate thinkers, lifelong learners and responsible world citizens who respect cultural diversity.

Brevard County Public Schools

School Improvement Plan

2012-2013

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

A three year analysis of school FCAT data indicates that not all students achieve at grade level or higher as indicated on the FCAT. Based on the 2010 FCAT results 100% of our 3-6 graders were on grade level in Reading; 99% in Math; 94% in Science; and 97% in Writing. Based on the 2011 FCAT results all students (100%) in grades 3, 4 and 6 were on grade in Reading and Math; of the fifth graders 97% were on grade level in reading and math; and 94% were on grade level in Science. In fourth grade 95% were on grade level in Writing. The 2012 FCAT results indicate that students in grades 3-6, 99% scored on grade level in Reading; 98% in Math; 94% in Science and 92% in Writing.

Over the past three years gains in the lowest 25% as indicated in the FCAT have remained steady in reading with an average gain of 84%. In Math learning gains have steadily increased. In 2010 80% of our students were on grade level or above, in 2011 81% were on grade level or above and in 2012, 93% were on grade level or above. In math 93% of the school's lowest 25% made gains in 2012.

Based on the school's 2012 spring achievement test national percentile rank indicates 100% of students in grades two through five are at or above the national 50th percentile in reading. For grade one, 91% of the students are at or above the national 50th percentile in reading. Results from the same test for math indicate 100% of the students in grades two, four and five are at or above the national 50th percentile in math. In third grade 98% of the students are at or above the national 50th percentile in math. In science 100% of our fifth graders are at or above the national 50th percentile.

The 2011-12 Client Survey Results showed 84% of those surveyed marked excellent or good as it related to their 'satisfaction with classroom instruction'.

The specific barrier for our school is to maintain the motivation and engagement of students who achieve at the highest levels.

As an IBPYP school, we are subject to conduct a self-study/programme evaluation every five years. This process involves all stakeholders including faculty, staff and parents during which time we review practices and policies aligned with the requirements of the Primary Years Programme. We must demonstrate compliance with all of the IBPYP standards and practices to continue our authorization. Based on the self-study and ongoing reflection of the needs to meet the changes in the programme, there is a need for continued growth in transdisciplinary teaching and learning across the school. With the integration of Common Core State Standards in grades K-2 along with individualized pacing of implementation in grades 3-6 the needs to continue to improve in the area of transdisciplinary teaching and learning will be met along with the goal of achieving 100% on grade level in both Reading and Math.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

The International Baccalaureate Primary Years Programme (PYP) curriculum model which Freedom 7 Elementary School of International Studies utilizes is dependent on our commitment to a particular belief about how children learn. It is acknowledged that learners have beliefs about how the world works based on their experiences and prior learning. Those beliefs, models or constructs are revisited and revised in the light of new experiences and further learning. As we strive to make meaning of our lives and the world around us we travel continually on the

cyclic path of constructing, testing, and confirming or revising our personal models of how the world works.

Vygotsky defined learning as "the creation of meaning that occurs when an individual links new knowledge with...existing knowledge" (Williams and Woods 1997). Consequently, when planning to teach it is important to ascertain students' prior knowledge, and provide experiences through the curriculum and through the environment that give them opportunities: to test and revise their models, to allow them to make connections between their previous and current perceptions, to allow them the freedom to construct their own meaning.

Other theorists, including Bruner (1990) and Gardner (1993), have also argued that the focus of teaching curriculum content needs to change to enable teachers to make connections between learners' existing knowledge and their individual learning styles in the context of new experiences. This challenge is addressed in the PYP by providing opportunities for students to build meaning and refine understanding, principally through structured inquiry. As students' learning and their attempts to understand the world around them are essentially social acts of communication and collaboration, this inquiry may take many forms, with students working sometimes on their own, with partners, or in larger groups.

In PYP schools, the teachers' structuring of new experiences, and the support they give to students' ideas about new experiences, are fundamental to students' knowledge, understanding, and conceptual development—the ability to have an understanding of abstract concepts, to make links between them, and to think conceptually. In the PYP it is recognized that development and learning are interrelated, and the PYP curriculum framework allows for concept development that applies across and beyond subject-specific areas.

The programme supports the student's struggle to gain understanding of the world and to learn to function comfortably within it, to move from not knowing to knowing, to identify what is real and what is not real, to acknowledge what is appropriate and what is not appropriate. To do this, the student must integrate a great deal of information, and apply this accumulation of knowledge in a cohesive and effective way. In the PYP, it is believed that learning takes place best when it is connected to what is genuinely a component of the world around the student, not merely what is all too often contrived and then imposed upon the student in school; that the acquisition of knowledge and skills and the search for meaning and understanding are best done in the context of the exploration of relevant content. PYP schools should provide students with learning experiences that are engaging, relevant, challenging and significant, in learning environments that are stimulating and provocative, where: adults are sensitive facilitators of the process of empowering students to value:

- their learning and to take responsibility for it
- students are seen as competent and are listened to
- students are encouraged to be curious, be inquisitive, ask questions, explore and interact with the environment physically, socially and intellectually
- explicit learning outcomes and the learning process are made transparent to the students
- students are supported in their struggle for mastery and control on their journey to become
- independent, autonomous learners
- the learning experiences are differentiated to accommodate the range of abilities and
- learning styles in the group

The collaboration on the part of all the PYP teachers is high, and there is a commitment to the transdisciplinary model at the core of this programme of international education. Teachers of students in the early years are encouraged to support students' interests, build up their self esteem and confidence, and respond to spontaneous events, as well as support the development of skills in all cognitive areas in relevant ways. Children, from birth, are full of curiosity, and the PYP provides a framework that gives crucial support for them to be active inquirers and lifelong learners.

An aim of the PYP is to create a transdisciplinary curriculum that is engaging, relevant, challenging and significant for learners in the 3-12 age range. In developing a curriculum of international education for primary school students, the PYP definition of curriculum is broad and inclusive. The IB believes that:

- all students should be supported to participate in the programme to the fullest extent possible.

- the school's curriculum includes all those student activities, academic and non-academic, for which the school takes responsibility, since they all have an impact on student learning.

A PYP school needs to demonstrate that all teaching and learning for which it is responsible is seen as an interpretation of the PYP in action. The influence of the PYP is pervasive within a school and has an explicit impact on all aspects of the functioning of the school community.

The school community needs to accept that the effect of the PYP will be systemic and all encompassing, so that change takes place within the school for the betterment of all students. One of the aims of the PYP is to ensure that students experience coherence in their learning, regardless of which teacher has responsibility for them at any particular point in time.

Furthermore, given the PYP commitment to continuous school improvement, it is obvious that the development of the written curriculum, the expression of issues, concepts and ideas on paper, is necessary; but, equally obviously this alone is not sufficient. The interpretation of the commonalities of the written curriculum into daily practice by teachers, working in schools around the world, strengthens the connections within the global community of PYP schools.

In the PYP, therefore, equal emphasis is given to methodology, to the taught curriculum, to suggestions for examining and improving our practice and to the provision of in-service support.

The third component in the PYP definition of curriculum, the assessed curriculum, is concerned with the assessment of the actual learning that takes place for each student, a component that can often be neglected or inappropriately practiced. The development of a range of authentic and targeted assessment strategies, focused on the learning, brings balance and integrity to the curriculum and reminds teachers of its purpose.

Analysis of Current Practice: *(How do we currently conduct business?)*

Freedom 7 Elementary, a Blue Ribbon School Of Excellence is one of the top schools in the nation and is ranked second in the state. This year the school is conducting the required self-study of the PYP in preparation for the evaluation visit to be held in the spring 2013. Meeting the standards of IBPYP are required to continue as an authorized PYP school. A timetable has been created which includes designated time at weekly faculty meetings for teacher teams to analyze the practices in place and gather evidence to show implementation of the practice. Teams will be responsible for indicating the level of implementation of each practice for the IBPYP standards which encompass Philosophy, Leadership Structure, Resources and Support, Collaborative Planning, Written Curriculum, Teaching and Learning, and Assessment. Collaboratively the school will create an action plan to ensure strong compliance with all standards.

Another component of the self-study is revising our Language Policy and Assessment Policy. We are writing an Academic Honesty Policy and Special Educational Needs Policy. All faculty members are assigned to a team which meets each Thursday morning, weekly, to collaborate and revise or write their policy.

In 2010-2011, the NGSSS were mapped into the units of inquiry on paper. In 2011-2012 the units of inquiry were strengthened with the inclusion of formative assessments to ensure teaching and learning addressed the standards in the classroom. The faculty purposefully planned learning engagements to include the development of the transdisciplinary skills (21st century skills) by the students. This year, growth in the practice of implementing the teaching and learning of this mapping is ongoing. To support these practices in the classroom, teachers met for two days at the end of July to create our school's scope and sequence which aligns the Common Core State Standards in ELA and Mathematics along with the NGSS in Science and Social Studies in grades K-2 and the NGSS in grades 3-6.

All teachers are now using the transdisciplinary lesson plan template which was created by a team of teachers.

This electronic template is the perfect match for supporting the move to common core. The launch teams in the school are breaking apart the CCSS with grade level team members at weekly PLCs. Lessons and resources which integrate the CCSS are shared at these PLCs also.

In addition to the RtI process, we focus on the needs of all our students. Teachers have desegregated data from the Spring Achievement Test for the students in grades K-6. FCAT scores are analyzed along with the breakdown of the subtests. This information is used to address the needs of the lowest 25% even though most of these students are at or above grade level. Grade level teachers along with the principal, assistant principal, IB coordinators, ESE teacher, Speech Pathologist and Special Area Teachers are part of the team to work with the data and suggest strategies for remediation and enrichment.

For those students performing in the lowest 25%, one on one and small group tutoring takes place on a scheduled basis. Students scoring a 2 in the Science FCAT will participate in an Academic Support Program (ASP). Third and Fourth Grade Students in the lowest 25% in Reading and Math will participate in an Academic Support Program(ASP)

In following the best practice of student centered curriculum, Student Led Conferences are held twice each year. Once at the end of the first quarter for the purpose of setting goals for the year and at the end of the third quarter students reflect with parents about their growth both academically and socially. The student portfolio, which begins in Kindergarten is an integral part of evidence gathering to show growth and is used at Student Led Conferences.

This past year students in 6th grade used data notebooks to track their scores on classroom assessments. This year students in grades 4 and 5 will do the same. This strategy is being implemented in an effort to motivate students to set goals for learning. Students in grades 2-6 are expected to explain their thinking in a variety of formats including notebooks and in reflective thinking responses in all content areas.

Professional Development is an essential piece to implementing best strategies at Freedom 7 and is a requirement of the IBPYP. Both the Assistant Principal and PYP Coordinator are trained workshop leaders for IB. They plan and facilitate in school professional development in Mathematics in the PYP, curriculum mapping, and assessment. The benefit of this in house training carries over into PLCs with support and implementation of the practices and strategies learned.

Teachers and administrators attend the Florida League of IB Schools quarterly meetings to gain the Professional Development needed to support the creation of transdisciplinary teaching and learning. Collaboration between special area teachers and classroom teachers occurs at least twice quarterly so that all teachers are part of the planning and implementation of the curriculum.

A mentor program was developed in the year 2011-2012 at Freedom 7 and continues this year. Each new teacher to the school is assigned a coach/mentor who is a teacher. Each new teacher is also mentored by one administrator. Regularly scheduled time is scheduled for the mentor and mentees to meet weekly. Classroom observations take place with reflective feedback. What is different with this coach/mentor program for us is that the team of coach/mentors meets regularly with the administrator mentors to discuss how we can, as a team, help the new to the school teachers with any needs they may have. In addition to the mentor program, all new teachers meet once a month with the PYP Coordinators for PYP 101 to have specific professional development about the PYP so that they can begin implementing the units of inquiry and other components of the program as soon as possible in the classroom.

CONTENT AREA:

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

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

To strengthen students' comprehension, in both literature and informational text, using inquiry based strategies and Quality Questioning for teaching and learning.

Strategies: *(Small number of action oriented staff performance objectives)*

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
1. Not all teachers currently teaching K-2 have been trained in breaking apart the ELA and Math Common Core State Standards	1. To build capacity, one additional teacher in each grade (K-2) will attend the district's Professional Development for the CCSS Launch Teams for offered during the 2012-13 school year. 2. At weekly PLCs both ELA and Math CCSS will be broken apart in order to collaboratively align with PYP Units of Inquiry.	Robin Huskins Suzanne Olson Tracey Firkel Teachers Administrators	First semester 2012 First and second semester	Substitute funding provided by the school NA	Documents posted on Google Docs used to take apart each standard Grade Level Planners for each unit of inquiry

2. Differentiated instruction is not uniform across the school.	1. Lesson plans will be monitored for inclusion of differentiated strategies.	Administration	September 2012-May 2013	NA	Observation checklist Lesson Plans
	2. Content, process and product will be further analyzed in order to better differentiate instruction to meet the needs of all learners	Teachers Administrators	October 2012-May 2013	NA	Minutes from weekly PLCs on Google Docs

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

Increase in documentation of differentiated strategies in the **lesson plans**. The ELA and Math Common Core State Standards will be documented in the **planners** for each unit of inquiry. Teachers will submit a **self reflection** on their implementation of differentiated strategies. A teacher **survey** will be conducted for specific feedback related to data.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

An increase in learning gains on FCAT Reading for the lowest 25% will be the evidence of consistent implementation of differentiated instruction in the classroom. An increase in the number of students performing at level 4 and 5 in FCAT Reading from 73% to 75%.

The Learner Profile self-assessment which is completed by the student, teacher and parent will serve as qualitative evidence.

APPENDIX A

(ALL SCHOOLS)

1. Reading Goal	2012 Current Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)</small>	2013 Expected Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)</small>
Anticipated Barrier(s): 1. 84% of our students have made learning gains over each of the past three years.		
Strategy(s): 1. Use of Key Concepts in reading in the content areas 2. Increased use of Jr. Great Books in reading instruction. 3. Teachers will use Quality Questioning Guide which is the stretch goal for us.		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Limited use of differentiated instruction. Strategy(s): 1. Increased use of Jr. Great Books in reading instruction. 2. Increased use of SRA	25%=60 students	25%=60 students
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading Barrier(s): Strategy(s): 1.	NA	
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading Barrier(s): Showing learning gains from year to year with the students who score level 4 and 5. Strategy(s): 3. Use Quality Questioning during reading instruction. 4. Increase use of DBQs.	73%=179 students	75%=183 students

<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	NA	
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Reading</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	NA	
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading</p> <p>Barrier(s): Need for intervention and engagement</p> <p>Strategy(s): In school tutoring RtI</p> <p>1. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading Barrier(s): N/A</p> <p>Strategy(s): 1.</p>	84%=43 students	86%=44 students
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline data 2010-11: 97%</p>	99%	97%
	<p>Enter numerical data for current level of performance</p> <p>1%=3 students</p> <p>0%=0 students</p> <p>0%=0 students</p> <p>0%=0 students</p> <p>0%=0 students</p>	<p>Enter numerical data for expected level of performance</p> <p>0%=0 students</p>
<p>English Language Learners (ELL) not making satisfactory progress in Reading</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	NA	
<p>Students with Disabilities (SWD) not making satisfactory progress in Reading</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	NA	

Economically Disadvantaged Students not making satisfactory progress in Reading Barrier(s): Strategy(s): 1.	NA	
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Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Teachers not trained in Jr. Great Books will observe, collaborate and reflect with trained teachers to implement Jr. Great Book lessons.	Beginning in October 2012 and ongoing	Teacher reflective response
Book Study: Pathways to the Common Core; Accelerating Achievement by Lucy Calkins, Mary Ehrenworth and Christopher Lehman	January 2013	Attendance records
On site professional development using Quality Questioning and Step to Quality Questioning with both literature and informational text.	January 2013	Attendance reports

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in Listening/Speaking: NA			
2012 Current Percent of Students Proficient in Reading: NA			

2012 Current Percent of Students Proficient in Writing :			
NA			

1. Mathematics Goal(s):	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Anticipated Barrier(s): 1. Students made phenomenal learning gains: from 81% in 2011 to 93% in 2012.		
Strategy(s): 1.		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Strategy(s): 1.	28%=69 students	28%=69 students
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics Barrier(s): Strategy(s): 1.	NA	

FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics Barrier(s): Strategy(s): 1.	70%=171students	72%=176 students
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics Barrier(s): NA Strategy(s): 1.	NA	
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics Barrier(s): NA Strategy(s): 1.	NA	
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics Barrier(s): Continue rate of learning gain in this sub group. Strategy(s): 1. Monitor the students in the lowest 25% as part of the RtI process. 2. Collaboratively plan strategies for classroom instruction for these students.	93%=47students	95%=48 students
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics Barrier(s): NA Strategy(s): 1.	NA	
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11: 96%	98%	96%
Student subgroups by ethnicity : White: 2%= 4 students Black: 0%=0 students Hispanic: 0%=0 students Asian: 0%=0 students American Indian: 0%=0 students		0%=0 students
English Language Learners (ELL) not making satisfactory progress in Mathematics NA	NA	
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	NA	
Economically Disadvantaged Students not making satisfactory progress in Mathematics	NA	

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Conduct Mathematics in the PYP mini workshop to grade level teachers in grades 1 and 4.	January 2012	Attendance record and observation of lessons taught based on what was learned.
Map the Standards for Mathematical Practices into the units of inquiry in all grades.	During weekly PLCs ongoing	Learning engagements to be written and reflected upon in the unit planner

Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<p>Barrier(s): Inconsistent teacher teams from year to year.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Teachers will remain in grade level over time. 2. Teachers collaboratively plan and reflect on writing lessons. 3. Revision of the Language Policy. 		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	92%=56 students	95%=57 students

Florida Alternate Assessment: Students scoring at 4 or higher in writing	NA	
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1. Science Goal(s) (Elementary and Middle)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Shift in standards Strategy(s): Ensure NGSS Science Standards are mapped into the units of inquiry.		
Students scoring at Achievement level 3 in Science:	39%=26 students	39%=26 students
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	NA	
Students scoring at or above Achievement Levels 4 and 5 in Science:	55%=36 students	61%=40 students
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	NA	

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

<p>MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)</p> <p>Freedom 7's MTSS team consists of the School Counselor, Principal, Assistant Principal, Staffing Specialist, School Psychologist, Exceptional Education Teacher, Speech Pathologist, PYP Coordinator and general education classroom teachers.</p>
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When a classroom teacher has identified a student who is not meeting either academic or behavioral expectations, the team develops a set of interventions based on the areas of need. Weekly assessments are administered to monitor whether or not academic growth occurs or behaviors change based on the prescribed interventions.

After data is collected over a period of four weeks, the team discusses the placement of the student in the tiered support. The team and classroom teacher will develop the plan together with input from the grade level teachers. Each plan must include measurable goals over a period of time. The intent of these plans must outline what the teacher strategies are that will be implemented in order to help the student show success in their area of academic need. However each plan also includes what the student is expected to do thereby making them responsible for their own learning.

In addition to putting into place the interventions for the students performing below grade level, this year (2012-2013) the teams will work collaboratively to identify and implement additional best practices addressing students in the lowest 25%.

A variety of resources are provided to teachers as well as administrators and all of the MTSS team members that assists them in developing measurable goals over time. The Pre-Referral Intervention Manual 3rd Edition by McCarnay, Wunderman, Wonderlich, House, the Attention Deficit Disorder Intervention Manual by McCarnay, and the RTI Tool Kit by Jim Wright are often used to help develop specific goals/strategies that can assist students in becoming more successful in school. These manuals assist teachers because they use friendly language that helps the team to write reasonable/student specific goals. The Leadership team analyzes school data over a multi-year period to determine trends or anomalies that have occurred in student achievement. The findings are analyzed and discussed with appropriate interventions being proposed and implemented.

The use of meeting notes on each child discussed is kept on Google Docs and can be seen by all team members. This allows us to track students over time with notes, suggestions and other information which is not put in A3.

PARENT INVOLVEMENT:

Freedom 7 Elementary, as a Brevard District Choice School has a requirement that each family complete 20 volunteer hours a year. In 2011-2012 we had 10874 volunteer hours of volunteer time logged. This far surpasses what is expected by our families.

We want to maintain our high level of parent involvement by continuing to involve our parents in our school community. However, based on our client survey most responses come from our intermediate grade parents. In an effort to involve the parents of the primary grade in the school, we want to provide more opportunities for them to participate in school activities.

In effort to meet this goal, we have added to the many opportunities we already have in place for parents to partner with us in their child's education.

A New Parent Liaison is now an active member of our Parent Organization (APT). The role of this liaison is to contact new parents and be available to answer questions about the school and extend initiations for various volunteer opportunities.

The APT has launched a web site which has all the information about what is going on at the school. This is in addition to the school's web site and includes weekly updates about opportunities for parents to be involved in the school.

Opportunities for parents and teachers to learn together are planned and include First Grade Math Night, First Grade Grandparent's Day, Grades 3-6 Science Night and Parent Back to School Night for all grades. Parents are also mentors for our 6th graders as they move through the different stages of learning for the PYP Exhibition. Sixth Grade parents also participate in a Sixth Grade Parent Night where they learn about the Ties That Bind program and Exhibition.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies.)

Attendance rate is 96.54%. The expected attendance rate this year 2012-2013 is to remain the same. There are no excessive absences or tardies.

SUSPENSION:

Two students were suspended in 2011-2012.

DROP-OUT (High Schools only): NA

POSTSECONDARY READINESS: (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)