

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Area:

Central

Dr. W.J. Creel Elementary School

Principal:

Area Superintendent:

Sandra Demmon

Kathryn A. Eward

SAC Chairperson:

Vijay Saam

Superintendent: Dr. Brian Binggeli

Mission Statement:

The Mission of **Dr. W.J. Creel School** is to *serve every child with excellence as the standard.*

Vision Statement:

At **Dr. W. J. Creel School**, we believe that *"Everybody is Somebody"*! The vision of **Dr. W. J. Creel School** is for every child to obtain academic proficiency in every core subject and to be instructed above level where appropriate. We provide the opportunities for

each child to maximize his/her unique potential through supportive and inspirational efforts of students, faculty, staff, parents and community in a safe, secure and healthful environment.

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)*

With the new FCAT 2.0, 68% of the students scored at the proficient level in reading. Of the lowest 25%, 85% showed annual learning gains. 39% of the students scored Level 4 and Level 5 in Reading. Just under 10% scored level 1. 40% of the **Dr. W. J. Creel** economically disadvantaged students scored at Level 4 or 5 on the Math FCAT, which was the 2nd highest percentage for a demographic group, outscored only by white students at these higher performance levels. Additionally, only 75% of Hispanics are on track to be proficient in math. 13% of our Hispanic students scored at Level 1. However, conversely 36% of our Hispanic students scored at the higher achievement levels of Level 4 or 5. Questions still arise regarding how to bring about the same percentage of Level 4 and 5 students in mathematics, comparing 46% of our students achieving that those levels in math while 51% reach these higher achievement levels in reading.

In science, overall trends indicate a slight increase in the percentage of students meeting high standards from 2007-2011 of 3%, from 68% to 71% over this 5 year period. This percentage of 71% held steady for two years before indicating a drop this year in students scoring level 3-5. The number of students scoring at Level 4 or 5 on the Science FCAT also remains essentially the same with 20% of students scoring at these higher levels in 2012, compared to 19% in the previous year.

In writing, even with changes in the writing rubric expectations and the achievement standard moving to 4.0, overall trends indicate an increase in the percentage of students meeting high standards from 2002-2011 of 6%. Emphasis has been placed on increasing the percentage of students scoring at 5 and above on the writing rubric, with 23% scoring at these upper levels in 2012 and 15.9% in 2011, compared to 10.2% in 2010. Professional development in writing has had an impact on the increase in our writing scores over time.

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

Regression analysis identifies **Dr. W. J. Creel** as a top performer in the state. This data indicates student achievement at more than one standard deviation above the mean in predicted level of student performance.

The instructional delivery model for **Dr. W. J. Creel** incorporates small group instruction at the level of the student. Within each group, the goal is to maximize student learning through high student engagement with emphasis on both the quality (high order) and quantity of student interaction. Students struggling to meet standards and students needing more support receive 2-5 small group reading lessons per day. These sessions represent consistent, non-negotiable daily student instruction. The model produces 13 years of A+ grades and continuous increases in student academic growth. Within these groups, additional high yield strategies, implemented with fidelity, will increase student achievement. Implementation of clear statements of instructional objectives for each lesson, previewing and scaffolding vocabulary along with the utilization of distributive summarizing across content areas with address strategies designed to increase the numbers of students at level 4 and level 5 and to reduce the number of students at level 1.

Each student is placed in a reading and math small group at the level of the student.

A great strength of this school evolves from the quality of the staff, the shared passion for excellence in service to student defined academic goals for each child and creating a family of learners.

Academic interventions are monitored for all students with special monitoring procedures for the lowest 50% of the students. These interventions and student academic growth need to be monitored in a more formal manner that promotes accompanying rich discussions to maximizing student growth.

Primary students utilize "Take Home Book Bags" which send to each home two books, one science/one fiction, at the level of the reader. These books provide for daily reading, increase science background knowledge, and involve the parent in daily reading.

Implementation of the Zoo Explorers Grant provides for 70 additional students to have after school care and daily Power Hour of instruction in reading, mathematics, and science. Family programs also involve nutrition, exercise, science and community activities.

In our self-reflection, we want to address concerns and issues evolving in the transition from Next Generation Sunshine State Standards to Common Core. With these changes, non-negotiables need to be in place, such as:

- Clearly stating the standards based purpose of each learning activity,
- Tightly tying each assignment to the academic standards to be mastered; and
- Utilizing summarizing techniques across the learning cycle.

Grade level teams and collaborative teams will work to ensure consistency among team members. Grade level teams and collaborative teams prioritize and remain focused on limited, clearly defined initiatives. Teachers routinely collect and review evidence to measure the effectiveness of their own performance. This process will become a team/collaborative review of data, instructional strategies and best practice.

Isolation is not an option at **Dr. W. J. Creel**. Collaboration is a responsibility.

The increase in standards on the new FCAT 2.0, by design, reduces the number of students achieving at the highest levels. Specific strategies need to be implemented to promote an increased number of students achieving level 4 and level 5 in reading, mathematics and science.

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

The **Dr. W.J. Creel** School Improvement Plan incorporates a continuous school improvement model designed to increase learning and student achievement. The 2012 **Dr. W.J. Creel** plan focuses on high yield instructional strategies, while carrying over previous year's instructional practices from the previous School Improvement Plans.

Students need a full understanding of what is essential for them to know. According to Dr. Max Thompson, every instructional lesson begins with a clearly stated key learning(s). Silver, Morris and Klein wrote that to develop meaning in learning teachers must first establish the standards to be addressed. Additionally, students need to know what each is expected to learn within each unit. Next, teachers need to develop hooks or interest-grabbing activities while previewing vocabulary and activating prior knowledge. These strategies are also incorporated into the Brevard County

BEST training.

Each instructional lesson and assignment must address both a content standard and a writing standard. This practice will require backwards planning of lessons by teachers as well as team collaboration. Teachers must be responsible for clearly stating the objective for each lesson and students must be responsible for identifying and understanding the learning objective.

Instructional lessons must include previewing and scaffolding of vocabulary. According to Isabel Beck, there is a long history demonstrating a strong correlational relationship between vocabulary knowledge and reading comprehension. A number of studies have shown that early vocabulary knowledge is a powerful predictor of reading comprehension years later.

Marzano makes the case for direct vocabulary instruction targeting academic terms based on research from Stahl and Fairbanks. He further states that wide reading is not sufficient in itself to ensure the necessary vocabulary and academic background to do well in school. Marzano supports research based characteristics of effective vocabulary instruction, including 1) effective vocabulary instruction does not rely on definition; 2) students must represent their knowledge of work in linguistic and nonlinguistic ways; 3) effective vocabulary instruction involves the gradual shaping of word meaning through multiple exposures; 4) teaching word parts enhances students' understanding of terms; 5) different types of words require different types of instruction; 6) students should discuss the terms they are learning; 7) students should play with words; 8) focus should be on terms important to academic subjects.

Word learning is a procedural activity – a matter of knowing how to learn new words. According to Nagy and Scott students need strategies of determining word meaning. Baughman, Font, Edwards and Boland demonstrated in classroom based studies the effectiveness of two strategies: teaching context clues and teaches word parts. Biemiller reports that by second grade students should be adept at using word roots as a vocabulary strategy. Instruction becomes more efficient when learning one word part provides clues to the meaning of all words that contain that part. In order to ensure that students are learning and understanding summarizing techniques need to be used throughout every lesson as a formative assessment to assess student's learning and drive teacher's instruction. According to Dr. Max Thompson a practice that increases student learning is the use of distributed summarizing techniques across the lesson. Details of this process involve structured collaborative pairs of students summarizing n 60-90 second periods through a lesson. The technique facilitates student's ability to verbalize or write critical elements of a lesson. Distributive summarization provides for practice and use of academic vocabulary.

School leaders are instrumental in developing Professional Learning Communities (PLCs) focused on student learning (DuFour, 2004; Reeves, 2006; Shellard, 2005). Effective school leaders make creative use of all resources - people, time, and money – to improve the teaching and learning (Cotton, 2003; King, 2002; Marzano et al, 2005). In order to proactively address potential student learning concerns, school personnel must collaboratively and regularly review multiple forms of data and develop workable strategies to address learning needs as they arise. Teachers must be provided time to plan and work collaboratively in a product driven manner.

Schools that have overcome achievement challenges indicate that these successful schools use multiple forms of data, specifically cohort data comparing the same students over time (Reeves, 2004). According to Reeves, rather than comparing the previous year's class to the current class, the following questions should be asked:

- What percentage of a group of students is proficient now compared to a year ago?
- What percentage of our students has gained one or more grade levels in reading when we compare their scores today to the scores of a year ago?
- Of those students who were not proficient a year ago, what percentage are now proficient?
- Of those students who were proficient a year ago, what percentage are now advanced?

"This review process promotes continual improvement at the school level, another hallmark of successful school leaders." (Boris-Schacter and Merrifield, 2000) Marzano and colleagues (2005) noted the practice of monitoring and evaluating the results of school strategies on student achievement as one of the 21 critical responsibilities of school leaders.

In the case of school improvement planning, as in other type of strategic planning, it appears less is more: the simple plan is preferable (Collins, 2001; Shomker, 2006). The effective school leader focuses on doing the right work (Marzano,

et al, 2005), with a focus on those factors within the school that affect student achievement. According to Thompson, at risk students require limited and appropriate strategies to produce academic growth. High yield strategies include, but are not limited to vocabulary development, vocabulary previews, summarization in discussions and in writing each day within each subject. Additionally, every lesson should have clearly stated standards based objectives and every assignment should be focused on the stated objective. Lesson planning should begin with the end in mind and instruction should be adaptive based on data and teacher reflection.

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?)*

Utilizing a collaborative approach, including grade level teacher teams, administration, and MTSS, revise the small group instructional delivery model (that provides instruction at the level of the child) to include the development and analysis of data to inform and drive instruction; to include the development of child specific Tier I, II, and III instructional interventions including the non-negotiables, clearly stating academic standards and objectives for each lesson, utilizing summarizing techniques and previewing and scaffolding vocabulary throughout the learning cycle.

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>
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<p>1. Teachers possess a limited knowledge in data analysis and using it to inform and direct instruction.</p>	<p>1. Grade level teachers, administrators and MTSS team will conduct monthly meetings to analyze student data and develop Tier I,II, and III academic interventions</p> <p>2. Supply teachers with and support the implementation of <u>Learning and Behavior Interventions Manual</u> to utilize as a resource to develop Tier I, II, and III instructional strategies and interventions.</p> <p>3. Supply teachers with and support the implementation of <u>Bringing Words to Life: Robust Vocabulary Instruction</u></p> <p>4. Provide additional professional development in data analysis.</p> <p>5. State standards based objectives for each lesson.</p> <p>6. Utilize summarizing techniques and vocabulary scaffolding throughout the learning cycle (school wide non-negotiable).</p> <p>7. Stories of success and accomplishment will be shared at every grade level.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>MTSS Data Team</p> <p>Grade Level Teachers</p>	<p>Ongoing</p>		<p>Discussions at Data Team meetings.</p> <p>Student Assessments (district and state assessments)</p> <p>Grade level review of implementation strategies from <u>Learning and Behavior Interventions Manual</u> and <u>Bringing Words to Life: Robust Vocabulary Instruction</u></p> <p>Professional Development Attendance</p> <p>Lesson Plans</p> <p>Observations</p>
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<p>2. Common core and FCAT 2.0 require a paradigm shift in lesson planning and delivery instruction that teachers may be hesitant or unprepared to make</p>	<p>1. Provide time for collaborative planning among teams to develop “backwards-planning” of the learning cycle</p> <p>2. Utilize MTSS team to assist in disaggregation of data and identifying Tier I, II, and III academic interventions.</p> <p>3. Mandate statement of standards based objectives as a school wide non-negotiable.</p> <p>4. Stories of success and accomplishment will be shared at every level.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>MTSS Data Team</p>	<p>Ongoing</p>		<p>Teacher observations</p> <p>State, District, and teacher assessments</p> <p>Teacher lesson plans</p> <p>Feedback from collaborative teams</p>

EVALUATION – Outcome Measures and Reflection

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

Classroom observations, as a result of implementation of the 2012 School Improvement Plan will reflect key observable research based practices. The collaborative instructional planning process generates key goal focused standards for each lesson explicitly stated at the beginning of a lesson. Key vocabulary previews begin each unit utilizing research-based vocabulary strategies. Key vocabulary usage can be evidenced throughout the lesson. Student summarizing distributed across lesson is evident. Teacher data guides teacher teaching/reteaching. Data will be gathered from professional development involvement and from classroom observation data sheets.

Lesson plans will highlight Tier I, II, and III interventions, selected from the Behavioral and Academic Intervention Manuals and based on classroom data analysis and monthly data team meetings. Teachers will demonstrate beginning new units by stating the standard to be addressed as evidence by classroom observation. 90% of the teachers will train on the methodology presented in Bringing Words to Life: Robust Vocabulary Instructional Techniques and will utilize vocabulary strategies in previewing lesson as evidence by classroom observation data. Techniques of distributed

summarization will be evident through classroom observation in 80% of basic 1-6 classes.

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

Students in the classroom will demonstrate awareness of lesson objectives and expectations. Classroom observations will show evidence of a change in student culture to include taking responsibility for their personal education through goal setting and identification of standards and expectations. This will be measured by language and vocabulary of student discussions and visible awareness of lesson standards and expectations, as well as, teacher reflections on practices through data analysis.

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): <ol style="list-style-type: none"> Teachers possess a limited knowledge in analyzing data and using it to inform and direct instruction. Common Core and FCAT 2.0 require a paradigm shift in lesson planning and delivery instruction that teachers maybe hesitant or unprepared to make 		

<p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Conduct monthly meetings with grade level teachers, administrators and MTSS team to analyze student data and develop Tier I, II, and III academic interventions. 2. Provide teachers with <u>Learning and Behavior Interventions Manual</u> to utilize as a resource to develop Tier I, II, and III interventions. 3. Provide teachers with <u>Bringing Words to Life: Robust Vocabulary Instruction</u>. 4. Provide additional professional development for teachers instructing on data analysis. 5. State standards based objective for each lesson. 6. Preview and scaffold vocabulary throughout the learning cycle. 		
<p>FCAT 2.0 Students scoring at Achievement Level 3</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. With the implementation of FCAT 2.0 and Common Core Standards, a discrepancy between the data analysis and the instructional strategies. 2. Instructional focus too broad to ensure student proficiency. <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Review student data monthly in data team meetings with specific focus on lowest 50%. 2. Clearly state academic standards and expectations to students and parents. 3. Implement summarization techniques with students throughout the lesson cycle. 4. Preview and scaffolding of vocabulary throughout the learning cycle. 	30% (128)	33% (138)

<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> Limited testing data related to Common Core standards and FCAT available for proper data analysis. <p>Strategy(s):</p> <ol style="list-style-type: none"> Utilize Brigance Testing data 3 times per year to drive instruction. Correlate Access Points to assessment data. Align FAA objectives with IEP strategies. 	25% (4)	30% (5)
<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> Limited student engagement in daily lessons. Reduced resources in school due to economic constraints With increased standards of FCAT 2.0 implemented in 2011-2012, the number and percent of students scoring level 4 and 5 decreased after a decade of steady gains <p>Strategy(s):</p> <ol style="list-style-type: none"> Analyze student data from state, district, and teacher assessments to identify student progress and drive instruction. Review rigor and relevance of instructional materials to increase student engagement. State standards based or Common Core objective for every lesson. Preview and scaffold Vocabulary throughout the learning cycle. Increase student-led discussions to promote higher level thinking skills. Utilize summarizing techniques, oral and written, throughout the learning cycle. 	36% (153)	40%(167)
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p> <p>Barrier(s):</p> <p>Strategy(s):</p>	25% (4)	28%(5)

<p>Florida Alternate Assessment: Percentage of students making learning Gains in Reading</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> Limited testing data related to Common Core standards and FCAT available for proper data analysis. <p>Strategy(s):</p> <ol style="list-style-type: none"> Utilize Brigance Testing data 3 times per year to drive instruction. Correlate Access Points to assessment data. Align FAA objectives with IEP strategies. 	20% (1)	25%(3)
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<p>Student subgroups by ethnicity NOT making satisfactory progress in reading :</p> <p style="text-align: right;">White: 75%</p> <p style="text-align: right;">Black: 52%</p> <p style="text-align: right;">Hispanic: 52%</p> <p style="text-align: right;">Asian: 92%</p> <p style="text-align: right;">American Indian: NA</p>	<p>Enter numerical data for current level of performance</p>	<p>Enter numerical data for expected level of performance</p> <p style="text-align: center;">79%</p> <p style="text-align: center;">60%</p> <p style="text-align: center;">72%</p> <p style="text-align: center;">88%</p> <p style="text-align: center;">School's goal will be to maintain 92%</p> <p style="text-align: center;">NA</p>
<p>English Language Learners (ELL) not making satisfactory progress in Reading</p> <p>Barrier(s):</p> <p>Strategy(s):</p> <p>1.</p>	<p style="text-align: center;">27%</p>	<p style="text-align: center;">49%</p>
<p>Students with Disabilities (SWD) not making satisfactory progress in Reading</p> <p>Barrier(s):</p> <p>Strategy(s):</p> <p>1.</p>	<p style="text-align: center;">42%</p>	<p style="text-align: center;">39%</p>
<p>Economically Disadvantaged Students not making satisfactory progress in Reading</p> <p>Barrier(s):</p> <p>1. Students, due to travel accommodations, are unable to receive interventions such as ASP outside of school hours.</p> <p>Strategy(s):</p> <p>1. Conduct monthly meetings with grade level teachers, administrators and MTSS team to analyze student data and develop Tier I, II, and III academic interventions.</p> <p>2. Develop and implement with fidelity intervention time during student academic day.</p> <p>3. Review student data monthly in data team meetings with specific focus on lowest 50%.</p>	<p style="text-align: center;">63%</p>	<p style="text-align: center;">68%</p>

Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
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Data Analysis	School wide Monthly Data Team Meetings	Collaborative team discussions Tier I,II, and III interventions implemented
<i>Intervention Strategies/ Behavior and Instructional Intervention Manual</i>	School wide Faculty Meetings Data Team Meetings	Collaborative team discussions Tier I,II, and III interventions implemented
<i>Bringing Words to Life: Robust Vocabulary Instruction</i>	School wide Faculty Meetings Data Team Meetings	Collaborative team discussions Preview and scaffolding of vocabulary in lessons

CELLA GOAL	Anticipated Barrier	Strategy	Person/ Process/ Monitoring
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<p>2012 Current Percent of Students Proficient in Listening/Speaking:</p> <p>51% (21/41)</p>	<p>Limited knowledge of teachers and staff in identifying English language deficiencies in listening and speaking, as well as identifying and applying research based strategies.</p>	<ol style="list-style-type: none"> 1. Provide support for teachers through Data Team meetings, ESOL Teacher, and to identify English language deficiencies and develop Tier I, II, and III intervention strategies. 2. Incorporate listening and speaking strategies into content area lessons. 3. State Standards based objective for every lesson. 4. Preview and scaffold vocabulary throughout the learning cycle. 5. Increase student-led discussions to promote higher level thinking skills. 6. Utilize summarizing techniques, oral and written, throughout the learning cycle. 	<p>Principal, Assistant Principal, ESOL Teacher, Data Teams</p> <p>Teacher formative and summative assessments, District and State Assessments, Data Team Meetings, Observations of students through ESOL classes</p> <p>Bilingual instructional assistants</p>
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<p>2012 Current Percent of Students Proficient in Reading:</p> <p>67% (14/41)</p>	<p>Limited knowledge of teachers and staff in identifying English language deficiencies in reading, as well as identifying and applying research based strategies.</p>	<ol style="list-style-type: none"> 1. Provide support for teachers through Data Team meetings, ESOL Teacher to identify English language deficiencies and develop tier I, II, and III intervention strategies. 2. Incorporate reading strategies into content area lessons. 3. State Standards based objective for every lesson. 4. Preview and scaffold Vocabulary throughout the learning cycle. 5. Increase student-led discussions to promote higher level thinking skills. 6. Utilize summarizing techniques, oral and written, throughout the learning cycle. 	<p>Principal, Assistant Principal, ESOL Teacher, Data Teams</p> <p>Teacher formative and summative assessments, District and State Assessments, Data Team Meetings, Observations of students through ESOL classes</p> <p>Bilingual instructional assistants</p>
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<p>2012 Current Percent of Students Proficient in Writing:</p> <p>67% (14/41)</p>	<p>Limited knowledge of teachers and staff in identifying English language deficiencies in writing, as well as identifying and applying research based strategies.</p>	<ol style="list-style-type: none"> 1. Provide support for teachers through Data Team meetings, ESOL Teacher to identify English language deficiencies and develop Tier I, II, and III intervention strategies. 2. Incorporate writing strategies into content area lessons. 3. State Standards based objective for every lesson. 4. Preview and scaffold Vocabulary throughout the learning cycle. 5. Increase student-led discussions to promote higher level thinking skills. 6. Utilize summarizing techniques, both oral and written, throughout the learning cycle. 	<p>Principal, Assistant Principal, ESOL Teacher, Data Teams</p> <p>Teacher formative and summative assessments, District and State Assessments, Data Team Meetings, Observations of students through ESOL classes</p> <p>Bilingual instructional assistants</p>
<p>Mathematics Goal(s):</p> <p>1.</p> <p>Math Goal</p>	<p>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</p>	<p>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</p>	

<p>Anticipated Barrier(s):</p> <ol style="list-style-type: none"> 1. Teachers possess a limited knowledge in analysis data and using it to inform and direct instruction. 2. Common core and FCAT 2.0 require a paradigm shift in lesson planning and delivery instruction that teachers maybe hesitant or unprepared to make 			
<p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Conduct monthly meetings with grade level teachers, administrators and MTSS team to analyze student data and develop Tier I, II, and III academic interventions. 2. Provide teachers with <u>Learning and Behavior Interventions Manual</u> to utilize as a resource to develop Tier I, II, and III interventions. 3. Provide teachers with <u>Bringing Words to Life: Robust Vocabulary Instruction</u>. 4. Provide additional professional development for teachers instructing on data analysis. 5. State standards based objective for each lesson. 6. Preview and scaffold vocabulary throughout the learning cycle. 			

<p>FCAT 2.0 Students scoring at Achievement Level 3</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. With the implementation of FCAT 2.0 and Common Core Standards, a discrepancy between the data analysis and the instructional strategies. 2. Having students on various instructional / achievement levels within each classroom 3. Attendance <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Review data to identify at risk students and provide Tier I, II and III instructional interventions 2. State standards based or Common Core objective for every lesson. 3. Preview and scaffold Vocabulary throughout the learning cycle. 4. Utilize summarizing techniques, oral and written, throughout the learning cycle. 5. Monitor attendance and implement interventions for at risk students. 6. Provide families of at risk students with take home instructional materials. 	<p>29%(122)</p>	<p>34%(142)</p>	
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<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> Limited testing data related to Common Core standards and FCAT available for proper data analysis. <p>Strategy(s):</p> <ol style="list-style-type: none"> Utilize data from Touch Math to drive instruction. Correlate Access Points to assessment data. Align FAA objectives with IEP strategies. 	37%(6)	39%(7)	
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<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. With increased standards of FCAT 2.0 implemented in 2011-2012, the number and percent of students scoring level 4 and 5 decreased after a decade of steady gains 2. Limited student engagement in daily lessons. <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Analyze student data from state, district, and teacher assessments to identify student progress and drive instruction. 2. State standards based or Common Core objective for every lesson. 3. Preview and scaffold Vocabulary throughout the learning cycle. 4. Utilize summarizing techniques, oral and written, throughout the learning cycle. 5. Integrate mathematical concepts from websites and animations into instructional design to increase student engagement. 	<p>32%(138)</p>	<p>36%(150)</p>	
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<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics</p> <p>Barrier(s):</p> <p>Strategy(s):</p>	6% (1)	10%(2)	
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> Limited testing data related to Common Core standards and FCAT available for proper data analysis. <p>Strategy(s):</p> <ol style="list-style-type: none"> Utilize data from Touch Math to drive instruction. Correlate Access Points to assessment data. Align FAA objectives with IEP strategies. 	50%(3)	52%(5)	

<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Transportation – limits participation in Academic Support Program (ASP) and other learning opportunities available outside of the normal school day. 2. Attendance <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Conduct monthly meetings with grade level teachers, administrators and MTSS team to analyze student data and develop Tier I, II, and III academic interventions. 2. Develop and implement with fidelity intervention time during student academic day. 3. Review student data monthly in data team meetings with specific focus on lowest 50%. 4. Monitor attendance and implement interventions for at risk students. 	59%(61)	64%(66)	
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<p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> Limited testing data related to Common Core standards and FCAT available for proper data analysis. <p>Strategy(s):</p> <ol style="list-style-type: none"> Utilize data from Touch Math to drive instruction. Correlate Access Points to assessment data. Align FAA objectives with IEP strategies. 	0%	5%(1)	
<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: 68% (all students)</p>	61%	73%	
<p>Student subgroups by ethnicity :</p> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p>	<p>67%</p> <p>41%</p> <p>54%</p> <p>92%</p> <p>NA</p>	<p>78%</p> <p>66%</p> <p>68%</p> <p>81%</p> <p>School's goal will be to maintain 92%</p> <p>NA</p>	
<p>English Language Learners (ELL) not making satisfactory progress in Mathematics</p>	36%	40%	
<p>Students with Disabilities (SWD) not making satisfactory progress in Mathematics</p>	32%	48%	
<p>Economically Disadvantaged Students not making satisfactory progress in Mathematics</p>	56%	67%	

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Data Analysis	School wide Monthly Data Team Meetings	Collaborative team discussions Tier I,II, and III interventions implemented
Intervention Strategies/ Behavior and Instructional Intervention Manual	School wide Faculty Meetings Data Team Meetings	Collaborative team discussions Tier I,II, and III interventions implemented

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):</p> <ol style="list-style-type: none"> 1. Teachers possess a limited knowledge in analysis data and using it to inform and direct instruction. <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Conduct monthly meetings with grade level teachers, administrators and MTSS team to analyze student data and develop Tier I, II, and III academic interventions. 2. Provide teachers with <u>Learning and Behavior Interventions Manual</u> to utilize as a resource to develop Tier I, II, and III interventions. 3. Provide teachers with <u>Bringing Words to Life: Robust Vocabulary Instruction</u>. 4. Provide additional professional development for teachers instructing on data analysis. 5. State standards based objective for each lesson. 6. Preview and scaffold vocabulary throughout the learning cycle. 	86% (40)	88% (42)
<p>FCAT: Students scoring at Achievement level 3.0 and higher in writing</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Teachers possess a limited knowledge in analysis data and using it to inform and direct instruction. <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Conduct monthly meetings with grade level teachers, administrators and MTSS team to analyze student data and develop Tier I, II, and III academic interventions. 2. Provide teachers with <u>Learning and Behavior Interventions Manual</u> to utilize as a resource to develop Tier I, II, and III interventions. 3. Provide teachers with <u>Bringing Words to Life: Robust Vocabulary Instruction</u>. 4. Provide additional professional development for teachers instructing on data analysis. 5. State standards based objective for each lesson. 6. Preview and scaffold vocabulary throughout the learning cycle. 	84%(70)	86%(93)

<p>Florida Alternate Assessment: Students scoring at 4 or higher in writing</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Teachers possess a limited knowledge in analysis data and using it to inform and direct instruction. <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Conduct monthly meetings with grade level teachers, administrators and MTSS team to analyze student data and develop Tier I, II, and III academic interventions. 2. Provide teachers with <u>Learning and Behavior Interventions Manual</u> to utilize as a resource to develop Tier I, II, and III interventions. 3. Focus on Access Points for each individual student. 	75% (3)	76%(6)
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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)

<p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Teachers possess a limited knowledge in analysis data and using it to inform and direct instruction. 2. Students have limited exposure to real life scientific experiences. <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Conduct monthly meetings with grade level teachers, administrators and MTSS team to analyze student data and develop Tier I, II, and III academic interventions. 2. Provide teachers with <u>Learning and Behavior Interventions Manual</u> to utilize as a resource to develop Tier I, II, and III interventions. 3. Provide teachers with <u>Bringing Words to Life: Robust Vocabulary Instruction</u>. 4. Provide additional professional development for teachers instructing on data analysis. 5. State standards based objective for each lesson. 6. Preview and scaffold vocabulary throughout the learning cycle. 7. Participate in Zoo School with all 5th grade students focusing on biological and environmental strands. 8. Provide access to Zoo Explorers for students at risk. 		
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<p>FCAT 2.0 Students scoring at Achievement level 3 in Science:</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Teachers possess a limited knowledge in analysis data and using it to inform and direct instruction. 2. Students have limited exposure to real life scientific experiences. <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Conduct monthly meetings with grade level teachers, administrators and MTSS team to analyze student data and develop Tier I, II, and III academic interventions. 2. Provide teachers with <u>Learning and Behavior Interventions Manual</u> to utilize as a resource to develop Tier I, II, and III interventions. 3. Provide additional professional development for teachers instructing on data analysis. 4. Implement common display of lesson objectives and summarizing techniques as school wide non-negotiables. 5. Participate in Zoo School with all 5th grade students focusing on biological and environmental strands. 6. Provide access to Zoo Explorers for students at risk 	38%(48)	45%(56)
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Limited testing data related to Common Core standards and FCAT available for proper data analysis. <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Conduct monthly meetings with grade level teachers, administrators and MTSS team to analyze student data and develop Tier I, II, and III academic interventions. 2. Provide teachers with <u>Learning and Behavior Interventions Manual</u> to utilize as a resource to develop Tier I, II, and III interventions. 3. Provide access to Zoo Explorers for students at risk. 	0% 1 tested	33%(1)

<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Teachers possess a limited knowledge in analysis data and using it to inform and direct instruction. 2. Students have limited exposure to real life scientific experiences. <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Conduct monthly meetings with grade level teachers, administrators and MTSS team to analyze student data and develop Tier I, II, and III academic interventions. 2. Provide teachers with <u>Learning and Behavior Interventions Manual</u> to utilize as a resource to develop Tier I, II, and III interventions. 3. Provide additional professional development for teachers instructing on data analysis. 4. Implement common display of lesson objectives and summarizing techniques as school wide non-negotiables. 5. Participate in Zoo School with all 5th grade students focusing on biological and environmental strands. 6. Provide access to Zoo Explorers for students at risk. 	17%(21)	20%(25)
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Limited testing data related to Common Core standards and FCAT available for proper data analysis. <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Conduct monthly meetings with grade level teachers, administrators and MTSS team to analyze student data and develop Tier I, II, and III academic interventions. 2. Provide teachers with <u>Learning Interventions Manual</u> to utilize as a resource to develop Tier I, II, and III interventions. 3. Provide access to Zoo Explorers for students at risk 	0% 1 tested	33%(1)

1. Science Goal(s) (High School)	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): Strategy(s): 1.		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
Florida Alternate Assessment: Students scoring at or above Level 7 in Science		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p> <p style="text-align: right;">Asian:</p> <p style="text-align: right;">American Indian:</p>		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	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): Strategy(s): 1.		
Students scoring at Achievement level 3 in Algebra:		
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p>		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal	2012 Current Level of Performance(Enter percentage information and the number of students	2013 Expected Level of Performance (Enter percentage information and the
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	that percentage reflects)	number of students that percentage reflects)
Barrier(s): Strategy(s): 1.		
Students scoring at Achievement level 3 in Geometry:		
Students scoring at or above Achievement Levels 4 and 5 in Geometry:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. White: Black: Hispanic:		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

Biology EOC Goal	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)
Students scoring at Achievement level 3 in Biology:		

Students scoring at or above Achievement Levels 4 and 5 in Biology:		
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Civics EOC	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)
Students scoring at Achievement level 3 in Civics:		
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

U.S. History EOC	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)
Students scoring at Achievement level 3 in U. S. History:		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
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Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			
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Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Provide support for new teachers through the Brevard New Teacher Induction program	Assistant Principal	May 2013

2. Utilize CET trained teachers to mentor and provide assistance to new and struggling teachers.	Principal, Assistant Principal	Ongoing
3. Staff development is provided in assessment, interpretation and instructional plans resulting from data.	Principal, Assistant Principal	Ongoing

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective
<p>12% (12)</p> <p>All teachers are highly qualified, 12 are currently teaching out of field ESOL and are on their timeline for certification.</p>	<p>Teachers will attend ESOL courses provided by the district to remain on their certification timeline.</p>

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 it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)</p> <p>Allison Evans- Staffing Specialist Dr. Tommy Caisango- School Psychologist Jessica Webbe- Behavior Analyst Delight Alary- ESE Guidance Kathryn Eward- Principal Michael Mahl- Assistant Principal</p> <p>The MTSS team will meet weekly to discuss Tier III interventions and will meet monthly with all grade level teams to analyze data gathered in the classroom and to develop and implement Tier I, II, and III strategies in the classroom. Teachers will be provided with <u>Learning and Behavior Intervention Manuals</u> as well as research based interventions strategies from Dr. Casiango and Mrs. Webbe. Professional development will be provided through faculty meetings and monthly data team meetings.</p>

PARENT INVOLVEMENT:

Dr. W. J. Creel School values the involvement of parents and encourages parents to participate in meetings to plan, review and improve our programs and volunteer their time. We recognize that families have a major influence on their children's achievement in school and through life and that students do better when parents are actively involved in the education process, both at home and at school.

Dr. W. J. Creel School met and exceeded the number of volunteer hours needed to receive the Golden School Award (14,193 hours) for the 34th year through contributions of 398 volunteers. All parents are encouraged to volunteer in some capacity (i.e. PTA (Parent-Teacher Association), School Advisory Committee (SAC), Field Trips, Book Fair, Eagle Press Publishing, Reading is Fundamental (RIF), Odyssey of the Mind, Lego Robotics Club, Book Bash-Sunshine State Readers, Spelling Bee, Hershey Track and Field Meet, Science Fair, Geography Bowl, Math Bowl, Shakespeare Theatre, (Metropolitan) Opera Company, Jump Rope for Heart, Domino's Pizza Night, Rolling Readers, Food 4 Thought Food Drive, Zoo School Family Night, Vision and Hearing Screenings, intramurals in four sports, football league teams, Science Fair, orchestra, Art Stars, Take Home Book Bags, fundraisers, awards programs, lunch bunch, Teacher Appreciation Week, Title I Parent Leadership Team meetings, classroom/school volunteer, special events and many other activities).

The School Improvement Committee (SAC) meets monthly and parents may attend. Parents are invited to participate at the Open House/Title I Annual meeting and by website and newsletter. **Dr. W. J. Creel School** works jointly with parents through the School Advisory Committee (SAC) to develop a School-Parent-Student Compact and Parent Involvement Plan that outlines how parents, the school, and students will share the responsibility for improved student achievement. The School Advisory Committee (SAC) reviews the compact, Parent Involvement Plan and other Title I components annually.

A parent attends the six district Parent Leadership Team meetings to receive parent training, gather academic information and opportunities to disseminate to other parents.

Parents are asked to evaluate and provide feedback about **Dr. W. J. Creel School's** policies, procedures and programs through the School Advisory Committee (SAC), annual Parent Survey and other event evaluations. Information gathered from parents and staff through surveys and evaluations is used to identify needs for future planning.

Dr. W. J. Creel School will provide any reasonable support for parental involvement activities as may be needed or requested by parents (i.e. childcare, meals, sign language or native language interpreter).

Dr. W. J. Creel School will participate in the Hershey Track and Field Event as well as other intramural activities before and after school. These events provide a high interest opportunity for all families to attend, be engaged with the school and their child, encourage family fitness and communicate with the principal, assistant principal and teachers.

Dr. W. J. Creel sponsors, directs and leads students in flag football teams that play other teams in the community.

Through the After School Program and Supplementary Educational Services (SES), **Dr. W. J. Creel** is able to provide extra academic support to students. Parents are encouraged to utilize these opportunities for their child.

Parents are encouraged to come to school and celebrate birthdays and have lunch with their child.

The following is a compilation of events that will be held at **Dr. W.J. Creel** to develop strong parental involvement:

1	Title I Annual Meeting: Face to face meeting	Principal and Teachers	Parents will be informed of Dr. W. J. Creel's participation in the Title I Program, how it is implemented and their right to be involved.	September	Title I Annual Parent Survey, Evaluation, Sign In Sheets and Volunteer hours
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2	Open House: Face to Face Meeting	Principal and Teachers	Parents will be informed of the Next Generation Sunshine State Standards and Grade Level Expectations and state and local academic assessments including alternative assessments that will be used to monitor academic achievement.	September	Title I Annual Parent Survey, Sign In Sheets and Evaluation
3	Edline Registration and Training: Face to Face Training	Technology and Media Specialist	Parents will access their student's assignments and grades and communicate with the teacher through the internet.	August and Ongoing	Title I Annual Parent Survey and Master Student Password Sheet
4	Student Performance of Low Achieving Students: Face to Face Meeting	Principal or Assistant Principal	Parents will be informed of their child's academic performance and will receive training and materials to help their child improve performance in reading and math.	Ongoing	State and Local Academic Assessments
5	Guidance Parent Training: Face to Face Meeting	Principal, Assistant Principal or Counselor	Parents will work with the Principal, Assistant Principal, Counselor and teacher to develop a plan that addresses behavioral or social/emotional issues that are hindering academic growth.	Ongoing	State and Local Academic Assessments
6	Parent Conferences: Face to Face Meeting	Teacher	Parents will understand their child's academic performance and what they can do at home to help.	Ongoing	Title I Annual Parent Survey, State and Local Academic Assessments
7	Grade Level and School Newsletters	Principal and Teachers	Parents will be informed of academic expectations and be provided with ideas for academic support at home.	Bi-Monthly	Title I Annual Parent Survey, State and Local Academic Assessments
8	Soaring Eagle Home Reading Book Bags	Title I Coordinator and Teachers	Parents will read to or with their child daily the fiction and non-fiction book in the book bags and ask questions to improve comprehension. Parent materials are written in English and Spanish. Family participation is monitored and teachers communicate with families and encourage participation.	September-May	Title I Annual Parent Survey, State and Local Academic Assessments
9	Student Planner: Daily Communication Tool	Teacher	Parents will be informed of homework assignments due and any other pertinent academic information communicated through the planner.	Ongoing	Title I Annual Parent Survey
10	StepFOURward Parent Conferences and Trainings: Face to Face Meetings	StepFOURward Teacher	Parents will review the Developmental Indicators for Assessment of Learning, Student Developmental Profile and VPK Assessment results, understand their child's strengths and weaknesses and be provided with strategies to help their child at home.	Quarterly	State and Local Academic Assessments
11	Kindergarten Orientation: Face to Face Meeting	Kindergarten Teachers	Parents will be informed of the academic expectations of and be given materials to help prepare their children for kindergarten.	Spring	State and Local Academic Assessments and Evaluation
12	Science Fair Open House: Face to Face Meeting	Principal	Parents will learn how to approach and plan a Science Project and see examples of quality projects.	Spring	Science Fair Project Participation
13	TK1 Parent Orientation: Face to Face Meeting	TK1 Teacher	Parents will recognize the academic and developmental stages of their child and how to help support their development.	Spring	State and Local Academic Assessments
14	School Website	Technology Specialist and Title I Coordinator	Parents will be provided information on information and resources to stay involved and assist their child(ren) in increasing their academic achievement.	Ongoing	Title I Annual Parent Survey
15	Zoo School Family Night: Face to Face Meeting	Principal	Parents will attend a free night at the zoo with their family and participate in educational activities with their child.	Spring	Title I Annual Parent Survey and Evaluation
16	Home/School Connection Newsletter	Title I Coordinator	Parents will receive a copy of the Home/School Connection newsletter monthly giving them ideas and activities to support academic growth at home. This newsletter will be disseminated in English and Spanish to meet the needs of our diverse population	Ongoing	State and Local Academic Assessments
17	Technology Resources Newsletter	Title I Coordinator	Parents will receive information on how to access technology resources, such as online curriculum materials and learning games, so they can use them at home with their child.	Fall	State and Local Academic Assessments and Title I Annual Survey
18	Book Fair Book Giveaway	Principal and Media Specialist	Books will be purchased from the Book Fair using money from the fundraiser. These books will be given to students during the year as awards or rewards for academic behavior.	Ongoing	Title I Annual Parent Survey, State and Local Academic Assessments
19	Dorcas Outreach Center for Kids (DOCK)	Principal	Dr. W. J. Creel will support the DOCK in providing parents and children with academic and parenting support at their local community center. Dr. W. J. Creel School provides academic materials and free books as well communicates regularly to help support families who may have a need (i.e. transportation etc). Dr. W. J. Creel School will recruit retired teachers to volunteer and teach at the DOCK.	Ongoing	State and Local Academic Assessments
20	Parent Literacy Workshop: Face to Face Training	Principal	Parents will be informed of the state's math and science standards and how they can help their child at home.	Spring	Evaluation, Title I Annual Survey and State and Local Assessments
21	Rolling Readers: Volunteer Literacy Skills Program	Title I Coordinator	Volunteers will read aloud or tutor children at school. Students are given a high quality fiction or non-fiction books to take home, read with their family and keep.	Ongoing	Evaluation, State and Local Academic Assessments
22	Community Theatre: Face to Face Event	Principal	Students and parent volunteers will receive exposure to quality community theatre.	Spring	State and Local Assessments
23	Parenting in Today's World: Face to Face Parent Training	District	Families will be invited to attend a parent workshop to increase knowledge and involvement in the academic growth of their child.	Fall	Title I Annual Parent Survey and State and Local Assessments
24	Title I Book Giveaway	Principal, Title I Coordinator and Teachers	Parents of high risk students will learn reading strategies to use at home, view a model of quality shared reading and receive a free book(s) to read with their child at home.	November	State and Local Assessments and Title I Annual Parent Survey
25	English Language Learner (ELL) Parent Meeting	ELL Coordinator and Assistants	Parents of English Language Learners (ELL) will be informed how they can actively participate in the education process at home and school, academic expectations at school, how they can help their child learn and resources available to them at school and in the county.	September	Sign In Sheet, Title I Annual Survey, State and Local Assessments
26	Tardy and Absentee Support	Guidance Counselor	Parents will be counseled on the importance of having their child at school, on-time every day.	Ongoing	Attendance Reports
27	Family Night Wellness Program	Principal and Physical Education Teacher	Parents and students will be informed ways to stay healthy, the benefits of healthy habits on academics and be encouraged to participate in one hour of physical activity every day.	Fall	Sign In Sheet, Title I Annual Survey, State and Local Assessments
28	Walk to School Day	Principal	Parents will be encouraged to walk their child to school to show the importance of physical health as a part of a healthy lifestyle.	Fall	Title I Annual Survey
29	Positive Behavior Support Plan (PBS)	Principal	Parents will be informed on the Positive Behavior Support Plan and how they can support positive lifestyle changes and personal growth with their child.	Ongoing	Title I Annual Survey, Newsletters
30	Library Card Initiative	Principal	Parents of children will be informed of the benefits of having a public library card, services the local public library has to offer and will be encouraged to apply and visit the local library.	Fall and Spring	Title I Annual Survey, State and Local Assessments
31	Ticket to Read Online Program	Title I Coordinator and Reading Coach	Parents will be provided their child's log in name and password to utilize the Ticket to Read online literacy program at home.	Fall	Title I Annual Survey, State and Local Assessments

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

2011-2012 Average daily attendance: 95.34% 2012-2013 goal: 96.3%

At **Dr. W.J. Creel**, every school day is designed with rigorous and relevant instruction, making school attendance not only a high priority, but an expectation. Research indicates lower achieving students tend to be absent or tardy at higher rates than their peers, as a result student attendance and tardy rates are monitored throughout the school year. Daily attendance and tardy reports are reviewed by the school's guidance counselor. At the conclusion of each week the reports are reviewed and at risk students are identified based on the number of absences and tardies accrued throughout the week and interventions are put into place.

Attendance rates will continue to be monitored throughout the 2012-2013 school year and data will be correlated to academic data. Parents will be provided with pertinent attendance information through the school website and the school newsletter, "The Creel Chronicle." At risk students will be identified and interventions will be implemented in a collaborative effort between school staff, students and parents. **Dr. W.J. Creel** will continue to make attendance and punctuality a top priority and expectation.

SUSPENSION:

Throughout the 2011-2012 school year, **Dr. W.J. Creel** experienced 272 office discipline referrals resulting in 26 days of in-school suspensions. These results show a significant drop from the number of in-school suspensions reported in the 2010-2011 school year. In order to improve the number of suspensions in the 2012-2013 school year, administration and staff will continue to implement and expand on the Positive Behavior Support System (PBS) implemented last year and strive to achieve 100% teacher and staff participation in the program with fidelity. Data teams, consisting of grade level teachers, administration, guidance, school's psychologist and behavior analyst will meet on a monthly basis to discuss academic and behavioral data collected by the teachers and to develop Tier I, II, and III interventions. Teachers will be provided with the *Behavior Intervention Manual*, printed by Hawthorne Educational Services, Inc. as resource to develop research based behavioral interventions in the classroom and small learning groups

DROP-OUT (High Schools only):

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.)