



## **ACIP**

Creekside Elementary School

Limestone County School District

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15983 Sanderson Road  
Harvest, AL 35749

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# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Creekside Elementary School opened its doors in August 2000 as a K-5 elementary school located at 16049 Sanderson Rd., Harvest, AL, in Limestone County. Creekside is located in the East Limestone Community. During the last several years the student population outgrew the school and the decision was made to build an addition and split the student population into two separate schools.

The addition includes 22 classrooms, a music room, a gym, reception area, conference room, and front offices. In the Spring of 2017, the existing school was renamed Creekside Primary for grades K-2. The new addition at 15983 Sanderson Rd., Harvest, AL was named Creekside Elementary for grades 3-5. Six classrooms in the original building are designated as part of the new Elementary school. Two of those rooms have been transformed into an elementary library and a STEM lab.

Creekside Elementary has 524 students enrolled in grades 3-5. The population includes 275 males and 249 females. The male population is comprised of 74% white, 18% black/African American, 4% Hispanic, and 4% other. The female population is comprised of 73% white, 17% black/African American, 5% Hispanic, and 4% other.

Creekside Elementary has 26 teachers, a principal, counselor, instructional technology facilitator, librarian, secretary, and a custodian. The elementary school and primary school share an assistant principal, reading specialist, bookkeeper, English Language Learner teacher, speech teacher, art teacher, music teacher, nurse, instructional assistants, cafeteria staff, and bus drivers.

Creekside Elementary also shares a school resource officer with Creekside Primary. Deputy Sara directs traffic in the mornings to ensure the kids and parents get to school safely. She walks the halls to make sure doors are locked and kids are safe. She creates and updates lesson plans for grades K-5 to teach students about bullying, kindness, diversity, gun safety, how to call 911, the dangers of drugs, the dangers of people you don't know (or kinda know), the dangers of the internet and too much screen time, and most recently, teaching kids about fingerprints. She monitors attendance and meets with parents when their child has 5 or more unexcused absences and/or tardies. She is always available to assist the principals in dealing with any children whom they feel need the help of the school resource officer.

Creekside is a close-knit community with an active Parent-Teacher Organization. The two schools remain closely connected because they are under one roof and share some facilities, such as the cafeteria. The administrators and leadership teams decided to incorporate meetings throughout the year that would allow the two schools to come together, to maintain the sense of community between the two schools. One PTO organization will continue to support the two schools.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### Mission Statement

The mission of Creekside Elementary School is to Develop Leaders, One Child at a Time.

### Beliefs of Creekside Elementary

#### CREEKSIDE LEADS

L - Learning

E - Engaged

A - Accountable

D - Determined

S - Success

Creekside develops a love for learning.

- 1. We believe our primary focus is student learning.
- 2. We believe students should be held accountable for demonstration of quality work, problem solving skills and mastery of essential knowledge of skills.
- 3. We believe that children should be provided a variety of instructional approaches to accommodate their various learning styles.
- 4. We believe students learn best when they actively participate in the learning process.
- 5. We believe all students have value.
- 6. We believe all stakeholders share the responsibility for advancing the school's mission.
- 7. We believe commitment to continuous improvement is essential if we are going to enable our students to become productive citizens and lifelong learners.

We encourage students to be leaders in our school, and reward students for going over and beyond in positive actions.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Creekside has spent the last several years becoming a Leader in Me School. Students are being taught to make decisions that have positive impacts on their lives, and in the lives of others. Creekside Chief Awards have been a part of this positive process where students have opportunities to earn visits to a prize chest accompanied with positive phone calls home to parents. Creekside Elementary (K-5) achieved Leader in Me Lighthouse status.

Creekside works to develop leaders through our Chief Leaders program. These students are responsible for duties throughout the school and serve as hall monitors, breakfast monitors, and gym monitors. They assist new students and are especially helpful during the first few weeks of school with helping get kindergarten students from carline to their correct classrooms. Chief Leaders also serve as school ambassadors to greet guests and assist with special programs and activities at the school. These students are held to high standards as leaders, and are role models for other students.

Creekside Elementary offers many clubs and activities for students. Students may choose to participate in 4-H or to be a part of the school's Green Team that is charged with recycling and keeping the campus beautiful. Students exhibiting exemplary character and high academic achievement may be asked to join the Junior Beta Club or be members of the school's Scholar's Bowl Team. Students are selected to be part of the CNN (Creekside News Network) that records the pledge, news, and announcements to be shown each morning. Students may also apply to be Tech Leaders, Library Leaders, and members of the Makers Club (STEM).

After school activities include Archery, Art Club, Drama Club, K'Nex Club, Chorus and Keyboarding.

Teachers are continuing AMSTI training in math and science and work to implement training through organized and engaging AMSTI lessons.

Creekside Elementary is working to decrease the number of unexcused absences from school.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

5th grade students have been provided with Macbooks to use in the classroom to further their knowledge and use of technology. These devices are for school and home use. Budget constraints prevented the deployment of devices for 3rd and 4th grades this year. Our technology specialist, teacher leaders, and parents are busy, brainstorming ways to raise funds for additional devices. Our PTO is assisting these efforts as they organized and planned our annual Boosterthon Run to raise funds for new computer carts for teachers to share.

Our theme for the year is "All kids can". This is meant as a reminder that we develop relationships and teach individual students the skills they need to succeed. Parent volunteers go above and beyond their calling every day, allowing teachers more time to "teach the child".

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

A staff committed to facing the challenges of changes to improve instruction represent the school as stakeholders, along with parents, students, and community leaders. A school leadership team was formed based on roles and responsibilities in the school, willingness to serve as grade level chairman, and recommendations from other administrators of teachers who exhibit academic strengths and leadership skills. This leadership team assists in gathering data, planning and organizing meetings, and helping to disseminate information to all stakeholders. Drafts of plans are sent to stakeholders via email for suggestions and approval. Meetings will be held to discuss items or issues that need to be edited or added.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Stakeholders and stakeholder groups that participated in the improvement plan process included:

Dana Rhinehart- principal of Creekside Elementary- Responsibilities include gathering data and delegating different parts of the improvement plan to stakeholders and to direct the process in a timely manner to completion. As principal, another responsibility is to present the final improvement plan to all faculty and stakeholders and ensure implementation of the school-wide plan.

Nona Adams- Assistant Principal- Responsibilities include assisting stakeholders with sections of the improvement plan as it is being developed, and to ensure that all faculty implement the school-wide plan.

Jenea Poff- Counselor- Responsible for collecting and interpreting data

Leadership Team- Assist with the development of the improvement plan and add information that is important for a successful school plan. The team will research best ways to close gaps in student achievement and show gains in learning and include their findings in the improvement plan.

Reading Specialist - Will assist in disaggregating student data and make charts that show gaps that may occur in different areas of content. Provide PD for teachers to help them during instruction using strategies that will help close learning gaps. Assist teachers in maintaining data notebooks to focus on individual students and whole class needs.

Parents- To assist in the creation of the school-wide plan to be implemented in classrooms. To meet or contact the stakeholders with suggestions for implementation that will help close achievement gaps

Students- To let the teacher or principal know how they feel the improvement plan is working.

Community Leaders- To assist in the creation of the improvement plan and be kept updated on its implementation.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final plan will be communicated to all stakeholders in faculty meetings, leadership team meetings, PTO meetings, information shared on the school's website, shared on social media, and through our student news channel.

# Student Performance Diagnostic

## Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		3rd grade 4th Grade 5th Grade

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

69% of Creekside's third graders achieved proficient (level III) or distinguished (level IV) learner status in math on the Scantron Performance Series Assessment.

56% of Creekside third graders achieved proficient (level III) or distinguished (level IV) learner status in reading on the Scantron Performance Series Assessment.

59% of Creekside's fourth graders achieved proficient (level III) or distinguished (level IV) learner status in math on the Scantron Performance Series Assessment.

60% of Creekside fourth graders achieved proficient (level III) or distinguished (level IV) learner status in reading on the Scantron Performance Series Assessment.

58% of Creekside's fifth graders achieved proficient (level III) or distinguished (level IV) learner status in math on the Scantron Performance Series Assessment.

57% of Creekside fifth graders achieved proficient (level III) or distinguished (level IV) learner status in reading on the Scantron Performance Series Assessment.

78% of fourth graders benchmarked on the DIBELS Spring Testing for fluency.

### Describe the area(s) that show a positive trend in performance.

3rd, 4th, and 5th grade math scores show positive trends in performance on the Scantron Performance Series Assessment.

### Which area(s) indicate the overall highest performance?

3rd grade math shows the highest overall performance with 68% of students showing exceeding or ready on the Spring 2018 assessment.

### Which subgroup(s) show a trend toward increasing performance?

Black students scored at 48% ready in 3rd grade math in 15-16 as compared to 29% in 3rd grade math in 14-15.

Fall 2017 Scantron math shows 5% of black/African American students scored in the below average range.

Current subgroup data...

### Between which subgroups is the achievement gap closing?

The achievement gap seems to be closing between black/ African American students and white students. 27% of black students scored in the below average range as compared to 17% of white students.

**Which of the above reported findings are consistent with findings from other data sources?**

When comparing third grade DIBELS scores and third grade Performance Series scores, reading scores were higher on DIBELS.

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

The proficiency levels determined by the state in 2018 place 34% of our students at level II (developing learner) and 6% of our students at level I (emerging learner) in math.

The proficiency levels determined by the state in 2018 place 24% of our students at level 11 (developing learner) and 13% of our students at level I (emerging learner) in reading.

### Describe the area(s) that show a negative trend in performance.

The 2018 Principal's Report on Scantron Performance Series shows more students "Close" or "In Need of Support" than the number of students identified as receiving interventions.

### Which area(s) indicate the overall lowest performance?

3rd grade reading- 16% of students scored a level I (emerging learner) at the end of 3rd grade in the spring of 2018 as measured by the Scantron Performance Series.

### Which subgroup(s) show a trend toward decreasing performance?

Students on free/reduced lunch show decreasing performance.

### Between which subgroups is the achievement gap becoming greater?

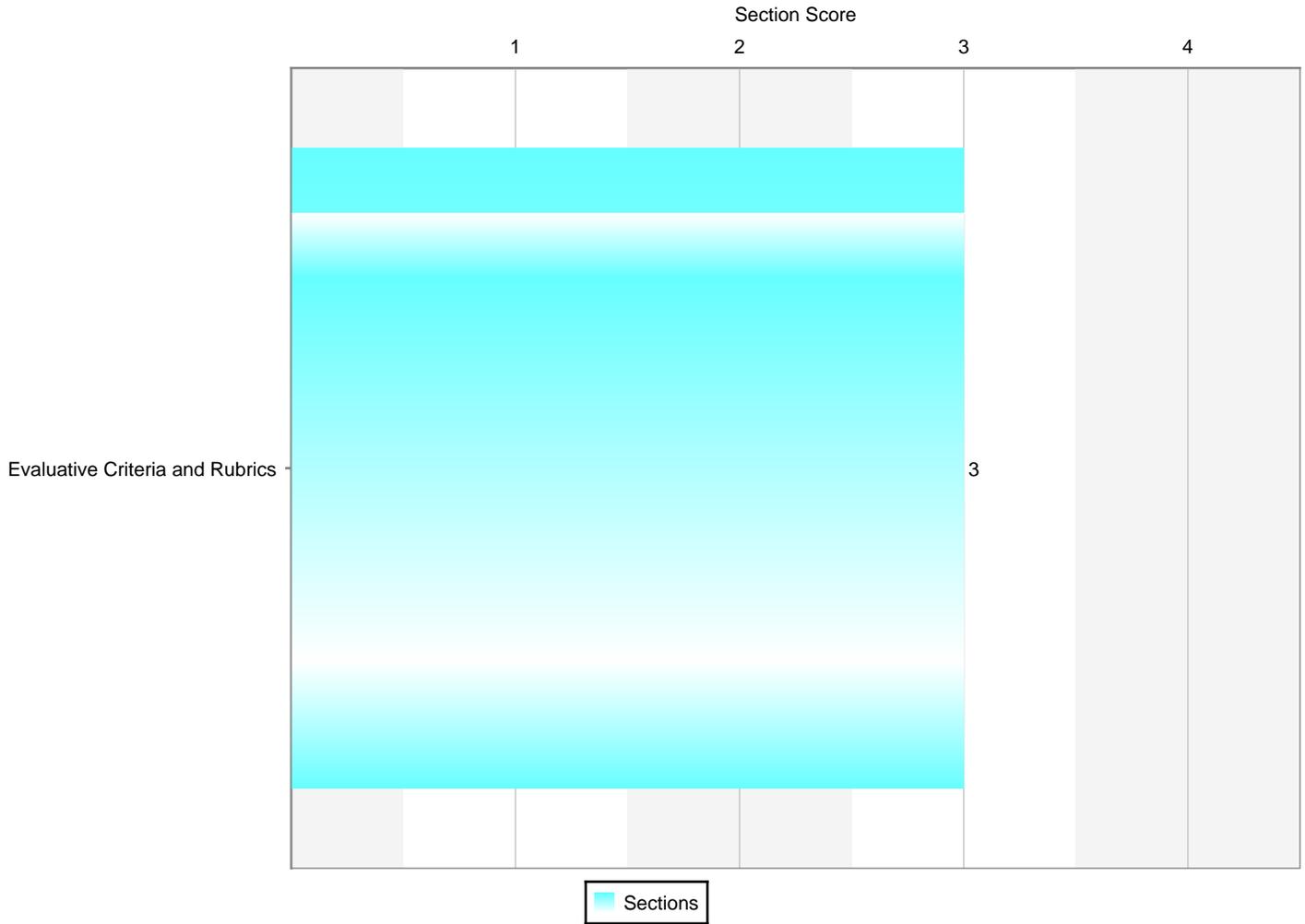
The achievement gap is becoming greater between students on free/reduced lunch and other students.

### Which of the above reported findings are consistent with findings from other data sources?

3rd grade reading showed a downward trend on DIBELS and Scantron Performance Series.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	All stakeholders were involved in the development of this plan.	Assurance #1 Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	The statement "No person shall be denied employment, be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity on the basis of sex, race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability" is included on all LCS publications, electronic and print. LCS has a District Diversity Taskforce that meets monthly. They set five goals related to hiring minorities, providing feedback to the superintendent, and to enlist community resources for support.	ACIP Assurance #2

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Samuel Mark Isley Executive Director of Human Resources and Operations 300 South Jefferson Street Athens, AL 35611 256-232-5353	ACIP Assurance #3

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	LCS has a Parent and Family Engagement Plan and a district policy about Parent and Family Involvement (Policy 7.14). The district encourages partnerships with parents/guardians and looks to identify barriers to greater participation. An annual evaluation is conducted to determine the effectiveness of the Parent and Family Engagement Plan. LCS has a district policy regarding Parents Right to Know (Policy 7.14.5) and a procedure that the district follows to ensure compliance.	ACIP Assurance #4

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	LCS ensures that all Title I schools have a School-Parent Compact that contains the required components (ESSA 1116 (d) and the compacts are jointly developed with parents/guardians. Creekside Elementary is not designated as a Title I school for 2018-2019.	

# **Plan for ACIP 2018-2019**

## **Overview**

### **Plan Name**

Plan for ACIP 2018-2019

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Reduce chronic absenteeism at Creekside Elementary during the 2018-2019 school year.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
2	Increase student proficiency in the core academic subject of reading in grades 3-5.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$1500
3	Increase student proficiency in the core academic subject of math in grades 3-5.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$1500
4	Increase student proficiency in the core academic subject of science in grades 5.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Reduce chronic absenteeism at Creekside Elementary during the 2018-2019 school year.

### Measurable Objective 1:

collaborate to reduce by 10% the number of students who have chronic absenteeism by 05/06/2019 as measured by comparing 2018-2019 attendance data with 2017-2018 attendance data..

### Strategy 1:

Attendance Monitoring & Intervention Plans- - Attendance will be monitored for all students. Students who have 3 or more unexcused absences in the first 30 days of school or missed more than 15 days for the previous school year will be monitored through PST and have an intervention plan in place.

Category: Implement Guidance and Counseling Plan

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies from Research and Practice. Northwest Regional Educational Laboratory, June 2004.

This report looks at practices and outcomes of attendance programs across the country. Although promising practices exist across the country, there are no "silver bullet" approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - PST Team Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PST Teams will implement plans for any student who has 3 or more unexcused absences within the first 30 days of school or missed more than 15 days the previous year. Counselor will meet with students to determine possible factors for absenteeism. Parents will receive written notification of attendance problems and Tier 3 plans.	Behavioral Support Program	10/05/2018	05/06/2019	\$0	No Funding Required	Teachers, Counselor, PST Team, and Principal

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents, SRO will contact parents and truancy officer will contact parents. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	10/05/2018	05/06/2019	\$0	No Funding Required	Counselor, SRO, Principal, Assistant Principal, and Truancy Officer

### Strategy 2:

Mentoring Sessions - All students will receive mentoring sessions at least monthly. Students identified for attendance tracking will focus on attendance and removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: Balfanz, Robert and Vaughn Byrnes. Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School Attendance and its Implications for Other Cities. Everyone

Graduates Center, Johns Hopkins University School of Education, November 2013. This report examines the impact of New York City Mayor Michael Bloomberg's task force on truancy, chronic absenteeism and school engagement, a program that spanned 2010 to 2013 and reached more than 60,000 students in NYC public schools.

SY 2018-2019

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The study found that students who missed at least 20 days of school per year -the definition of chronic absenteeism - had lower grades and were more likely to drop out than students with better attendance. Yet the researchers found these effects of absenteeism are reversible with the help of mentors, incentive programs, and awareness campaigns.

Activity - Mentoring Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports. Individual teachers will serve as mentors and meet weekly with Tier 3 attendance students.	Behavioral Support Program	10/05/2018	05/06/2019	\$0	No Funding Required	Teachers, counselors, and principal

### Strategy 3:

Positive Behavior Support - Teachers will implement programs to recognize and reward students for positive actions.

Category: Develop/Implement Student and School Culture Program

Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing school attendance for K-8 students. A review of research examining the effectiveness of truancy prevention programs. Wilder Foundation, March 2007. This analysis examines several multi-faceted truancy prevention programs, which combine school based, family-based, and community-based interventions. This study focused on programs for elementary and middle school students.

Activity - Positive Behavior Support for Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use positive behavior support to recognize and reward students for attending school. For students with attendance plans, contracts will be used to recognize and reward students for improvement rather than perfect attendance. Recognition programs include Breakfast of Champions, Gold Star Attendance Board, daily attendance announcements, weekly attendance recognition, and other programs which vary by school.	Behavioral Support Program	10/08/2018	05/06/2019	\$0	No Funding Required	Teachers, counselors, mentors, and principal

## Goal 2: Increase student proficiency in the core academic subject of reading in grades 3-5.

### Measurable Objective 1:

increase student growth in reading by increasing by 3% the number of students who demonstrate at least one year's growth by 05/10/2019 as measured by Scantron Performance Series.

### Strategy 1:

Strategy 1- advanced phonics skills - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words within grade level text.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Mesmer, H. A. E. and Griffith, P. L. (2005), Everybody's Selling It—But Just What Is Explicit, Systematic Phonics Instruction?. The Reading Teacher, 59: 366–376. doi:10.1598/RT.59.4.6

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Activity - Tier 1 Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Action step - Teachers will provide direct instruction in decoding multi-syllabic words. Action step – Teachers will assess individual student proficiency in decoding multi-syllabic words. Action step- Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Action step – Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	08/08/2018	05/15/2019	\$0	No Funding Required	Teachers, Reading Specialist, Media Specialist, District Reading Specialist
Activity - Tier 2 Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Teachers will provide additional instruction in responding to text through close reading, DOK questioning, and constructed response at a student's instructional level.	Direct Instruction	08/08/2018	05/15/2019	\$0	No Funding Required	Teachers, Reading Specialist, Media Specialist, District Reading Specialist
Activity - Tier 3 Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interferences with multi-syllabic words will be addressed in a comprehensive evidenced-based intervention program. Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	08/08/2018	05/15/2019	\$0	No Funding Required	Teachers and instructional support staff
Activity - Tier 3 Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A certified teacher will serve as the reading intervention teacher for grades 3-5. This teacher will plan SPIRE and REWARDS lessons with groups outside of Tier I and Tier II instructional time. She will also schedule reading buddies for students who are close to benchmarking on DIBELS.	Academic Support Program, Direct Instruction	08/08/2018	05/15/2019	\$0	No Funding Required	teacher, reading specialist, principal

**Strategy 2:**

Strategy 2- comprehension strategies - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Teaching comprehension: The comprehension process approach

CC Block - 2004 - Allyn &amp; Bacon

Activity - Strategy 2- Tier 1 Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Tier 1 activity – Core teachers will provide explicit instruction in comprehension strategies. Teachers will document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction through walkthroughs.	Direct Instruction	08/08/2018	05/15/2019	\$0	No Funding Required	Teachers, instructional support staff, administrators
<b>Activity - Strategy 2- Tier 2 Activity</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
In grades 3-5, small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions with a constructed response. Small group instruction in grade level sight word vocabulary and morphology in grades 3-5.	Direct Instruction	08/08/2018	05/15/2019	\$0	No Funding Required	Teachers, instructional support staff
<b>Activity - Strategy 2- Tier 3 Activity</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE, iSPIRE, Fast Forward, Mind Play, etc. to increase reading proficiency.	Academic Support Program	08/08/2018	05/15/2019	\$0	No Funding Required	Teachers, instructional support staff
<b>Activity - Monthly Data Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Monthly data meetings will be held to analyze data collected through progress monitoring, formative assessments, and other data. Teachers will maintain data notebooks and analyze student data.	Academic Support Program	08/08/2018	05/15/2019	\$0	No Funding Required	Teachers, administrators , instructional support staff
<b>Activity - Problem Solving Team Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Problem Solving Team will meet once a month to accept referrals for students in need of intervention. During these meetings, all team members will review student data and develop a plan for providing interventions for the student or review the progress of a plan that is currently in place. Modifications will be made to the plan as needed according to the progress indicated on the data.	Academic Support Program, Behavioral Support Program	08/08/2018	05/15/2019	\$0	No Funding Required	Administrators and teachers

**Strategy 3:**

Instructional Rounds/Student Engagement - Administrators and teachers will be trained on the process of using instructional rounds. The leadership team began by identifying a problem of practice, student engagement with effective questioning and academic language. The leadership team will begin the rounds and then other teachers will be added until all teachers have had opportunities to participate in rounds as both the visitor and the teacher being visited. Collaboration and reflection will be used to improve teachers skills in developing student engagement strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Robert J. Marzano is cofounder and CEO of Marzano Research Laboratory in Denver, Colorado. He is the author of The Art and Science of Teaching (ASCD, 2007) and coauthor, with Mark W. Haystead, of Making Standards Useful in the Classroom (ASCD, 2008). To contact Marzano or participate in a study

regarding a specific instructional strategy, visit [www.marzanoresearch.com](http://www.marzanoresearch.com).

Activity - Instructional Rounds/Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in instructional rounds training and practice using rounds to improve student engagement and their professional learning.	Professional Learning, Academic Support Program	08/08/2018	05/15/2019	\$1500	State Funds	Administrators, teachers

### Goal 3: Increase student proficiency in the core academic subject of math in grades 3-5.

#### Measurable Objective 1:

increase student growth in math by increasing by 3% the number of students who demonstrate at least one year's growth by 05/15/2019 as measured by Scantron Performance Series .

#### Strategy 1:

Math Strategy - Increase student fluency in math facts.

Increase teacher content knowledge.

Implement Investigations curriculum.

Utilize the district math specialist for training.

Category: Develop/Implement Professional Learning and Support

Research Cited: summary of AMSTI External Evaluation, Student Achievement Data, 2010:

[Http://amsti.org/LinkClick.aspx?fileticket=BjjfdNcR3vQ%3d&tabid=78&mid=464](http://amsti.org/LinkClick.aspx?fileticket=BjjfdNcR3vQ%3d&tabid=78&mid=464)

Activity - AMSTI Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize AMSTI curriculum and training. Teachers will participate in collaborative planning, vertical teams within your school and grade level planning. Teachers may participate in teacher PLCs and visit other schools as funds allow.	Professional Learning	08/08/2018	05/15/2019	\$0	No Funding Required	Teachers, instructional support staff, administrators

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be utilized as much as possible, especially in grade 5 for students to practice math skills.	Technology, Academic Support Program	08/08/2018	05/15/2019	\$0	No Funding Required	Teachers, administrators

Activity - Math Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	08/08/2018	05/15/2019	\$0	No Funding Required	teachers, math specialist, administrators

**Strategy 2:**

Instructional Rounds/Student Engagement - Teachers will be trained on the effective use of instructional rounds to improve their practice. Training will begin with the leadership team. The problem of practice is identified as student engagement with a focus on questioning and academic talk. Classrooms will be visited and summaries made using instructional round protocol. Training will continue until all teachers have opportunities to both visit and be visited during instructional rounds.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Robert J. Marzano is cofounder and CEO of Marzano Research Laboratory in Denver, Colorado. He is the author of The Art and Science of Teaching (ASCD, 2007) and coauthor, with Mark W. Haystead, of Making Standards Useful in the Classroom (ASCD, 2008). To contact Marzano or participate in a study regarding a specific instructional strategy, visit [www.marzanoresearch.com](http://www.marzanoresearch.com).

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained and participate in Instructional Rounds.	Professional Learning, Academic Support Program	08/08/2018	05/15/2019	\$1500	State Funds	administrators, teachers

**Goal 4: Increase student proficiency in the core academic subject of science in grades 5.****Measurable Objective 1:**

increase student growth in science by increasing the number of students who demonstrate at least one year's growth by 3% by 05/15/2019 as measured by Scantron Performance Series .

**Strategy 1:**

AMSTI Science Teacher Training - All teachers will utilize AMSTI science curriculum and training.

Teachers will participate in collaborative planning and may participate in teacher PLCs and visits to other schools.

Category: Develop/Implement Professional Learning and Support

Research Cited: AMSTI Science

Activity - AMSTI Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Creekside Elementary School

Teachers will continue training and implementation of AMSTI Science units.	Academic Support Program	08/08/2018	05/15/2019	\$0	No Funding Required	Teachers, administrators
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	Technology will be utilized as much as possible, especially in grade 5 for students to practice math skills.	Technology, Academic Support Program	08/08/2018	05/15/2019	\$0	Teachers, administrators
Strategy 2- Tier 2 Activity	In grades 3-5, small group instruction will be based on individual student needs to increase proficiency with answering higher level DOK questions with a constructed response. Small group instruction in grade level sight word vocabulary and morphology in grades 3-5.	Direct Instruction	08/08/2018	05/15/2019	\$0	Teachers, instructional support staff
Tier 3 Activity	A certified teacher will serve as the reading intervention teacher for grades 3-5. This teacher will plan SPIRE and REWARDS lessons with groups outside of Tier I and Tier II instructional time. She will also schedule reading buddies for students who are close to benchmarking on DIBELS.	Academic Support Program, Direct Instruction	08/08/2018	05/15/2019	\$0	teacher, reading specialist, principal
Strategy 2- Tier 3 Activity	Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE, iSPIRE, Fast Forward, Mind Play, etc. to increase reading proficiency.	Academic Support Program	08/08/2018	05/15/2019	\$0	Teachers, instructional support staff
Tier 1 Activity	Action step - Teachers will provide direct instruction in decoding multi-syllabic words. Action step – Teachers will assess individual student proficiency in decoding multi-syllabic words. Action step- Teachers will provide direct instruction in grade level sight words and Greek and Latin roots within grade level text. Action step – Teachers will provide ongoing practice and strategies for students within grade level text.	Direct Instruction	08/08/2018	05/15/2019	\$0	Teachers, Reading Specialist, Media Specialist, District Reading Specialist
Mentoring Sessions	Mentoring sessions will focus on students' attendance and removing barriers through learning supports. Individual teachers will serve as mentors and meet weekly with Tier 3 attendance students.	Behavioral Support Program	10/05/2018	05/06/2019	\$0	Teachers, counselors, and principal

**ACIP**

Creekside Elementary School

Positive Behavior Support for Attendance	Teachers will use positive behavior support to recognize and reward students for attending school. For students with attendance plans, contracts will be used to recognize and reward students for improvement rather than perfect attendance. Recognition programs include Breakfast of Champions, Gold Star Attendance Board, daily attendance announcements, weekly attendance recognition, and other programs which vary by school.	Behavioral Support Program	10/08/2018	05/06/2019	\$0	Teachers, counselors, mentors, and principal
Problem Solving Team Meetings	The Problem Solving Team will meet once a month to accept referrals for students in need of intervention. During these meetings, all team members will review student data and develop a plan for providing interventions for the student or review the progress of a plan that is currently in place. Modifications will be made to the plan as needed according to the progress indicated on the data.	Academic Support Program, Behavioral Support Program	08/08/2018	05/15/2019	\$0	Administrators and teachers
Tier 3 Activity	Interferences with multi-syllabic words will be addressed in a comprehensive evidenced-based intervention program. Students significantly below grade level will receive intensive intervention support using approved programs such as SPIRE or Rewards to increase reading proficiency.	Direct Instruction	08/08/2018	05/15/2019	\$0	Teachers and instructional support staff
Monthly Data Meetings	Monthly data meetings will be held to analyze data collected through progress monitoring, formative assessments, and other data. Teachers will maintain data notebooks and analyze student data.	Academic Support Program	08/08/2018	05/15/2019	\$0	Teachers, administrators, instructional support staff
Attendance Tracking	Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents, SRO will contact parents and truancy officer will contact parents. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	10/05/2018	05/06/2019	\$0	Counselor, SRO, Principal, Assistant Principal, and Truancy Officer
Tier 2 Activity	Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Teachers will provide additional instruction in responding to text through close reading, DOK questioning, and constructed response at a student's instructional level.	Direct Instruction	08/08/2018	05/15/2019	\$0	Teachers, Reading Specialist, Media Specialist, District Reading Specialist
Math Specialist	District math specialist will support administrators, reading specialists, and classroom teachers with tiered math instruction and data analysis.	Academic Support Program	08/08/2018	05/15/2019	\$0	teachers, math specialist, administrators

**ACIP**

Creekside Elementary School

PST Team Intervention	PST Teams will implement plans for any student who has 3 or more unexcused absences within the first 30 days of school or missed more than 15 days the previous year. Counselor will meet with students to determine possible factors for absenteeism. Parents will receive written notification of attendance problems and Tier 3 plans.	Behavioral Support Program	10/05/2018	05/06/2019	\$0	Teachers, Counselor, PST Team, and Principal
Strategy 2- Tier 1 Activity	Tier 1 activity – Core teachers will provide explicit instruction in comprehension strategies. Teachers will document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction through walkthroughs.	Direct Instruction	08/08/2018	05/15/2019	\$0	Teachers, instructional support staff, administrators
AMSTI Science	Teachers will continue training and implementation of AMSTI Science units.	Academic Support Program	08/08/2018	05/15/2019	\$0	Teachers, administrators
AMSTI Teacher Training	All teachers will utilize AMSTI curriculum and training. Teachers will participate in collaborative planning, vertical teams within your school and grade level planning. Teachers may participate in teacher PLCs and visit other schools as funds allow.	Professional Learning	08/08/2018	05/15/2019	\$0	Teachers, instructional support staff, administrators
<b>Total</b>					<b>\$0</b>	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Rounds/Student Engagement	Teachers will participate in instructional rounds training and practice using rounds to improve student engagement and their professional learning.	Professional Learning, Academic Support Program	08/08/2018	05/15/2019	\$1500	Administrator s, teachers
Instructional Rounds	Teachers will be trained and participate in Instructional Rounds.	Professional Learning, Academic Support Program	08/08/2018	05/15/2019	\$1500	administrators , teachers
<b>Total</b>					<b>\$3000</b>	

# **Stakeholder Feedback Diagnostic**

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

## Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	Survey scoring summaries were not available for climate and culture surveys.	Strengths and weaknesses- Climate and Culture Surveys Climate & Culture Student Apr 18 Climate & Culture Parent Apr 18 Climate & Culture Staff Apr 18 Climate & Culture Teacher Apr 18 Elem. St. Inv. Apr 18 Elem St Engagement Apr 18 Teacher Inventory- Apr 18

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

100% of teachers responded that students are most often working with others in their classrooms.

100% of teachers have the expectation that students are learning at Creekside Elementary School.

Over 75% of students feel that teachers are fun(86%), caring(84%), and honest(76%).

60% of parents report respectful interactions with staff at CES and 57% report supportive interactions.

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Teachers reporting that students are most often working with others shows a positive trend toward our goal of student engagement with meaningful academic talk.

65% of parents reported that teachers are saying things like. "we will be working on..." which indicates a movement toward group learning.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

ELEOT observations are also finding more student engagement and meaningful conversation.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

It's not the lowest, but the most concerning, is that 55% of students report that they feel tired at school. 12% feeling lonely and 14% feeling angry also suggests the need for more communication with stakeholders about what the causes of these feelings are so that they all students can feel safe, included, and healthy at school.

Teachers and staff report that there is never enough time and their work responsibilities are hectic and rushed.

We want all parents to feel that communications with the school are useful.

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

We can't define trends because 2017-2018 was our first year as a school.

We would like to see more satisfaction from parents when they have interactions with the school. We have a good core group of parents who support the school through PTO and volunteering, but would like to see involvement grow.

We do not want any students to feel afraid, lonely, or angry.

We do not want teachers and staff to feel as if there is never enough time to do their jobs effectively.

### What are the implications for these stakeholder perceptions?

Students have a hard time focusing if they are tired. It is not an optimal learning environment if they come to school tired or feel afraid, lonely, or angry while at school.

Teachers and staff who feel pressured that there is not enough time to do their jobs effectively may experience physical and mental health issues that will affect their teaching. Students will sense their stress and may misinterpret the cause, creating conflict between the students and teacher.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Counseling referrals suggest that students are experiencing issues that require adult intervention and counseling.

## Report Summary

### Scores By Section

