



ACIP

Nathaniel H. Stephens Elementary School

Alexander City Board of Education

Ms. Kim Smith, Principal
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Alexander City, AL 35010

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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?

Nathaniel H. Stephens Elementary School is located in Alexander City, AL. Alexander City is situated in central Alabama on the shores of beautiful Lake Martin. Alexander City has a small town atmosphere with approximately 12,000 year round residents. Our population increases during the summer months due to the vast number of summer homes and cabins on the lake. The Alexander City area hosts many community events throughout the year. Some of these events include the Sun Festival, The Jazz Fest, The Oktoberfest, Russell Forrest Run, Autism Walk, Toys for Tots Jingle Run, Leadership Lake of Lake Martin Class, and in previous years, Aquapalooza.

Our school system includes five schools, with Nathaniel H. Stephens housing about 460 students in the third and fourth grades. Our 40 faculty and staff members offer a caring and structured environment that fosters great academic success. Our faculty and staff are committed to providing an enriching educational environment that fosters growth academically and emotionally. Over the last three years Alexander City's population has declined, which has resulted in a decrease in our student population. Our ethnic make-up is reflective of the city's population with approximately 60% white and 40% black. Due to the loss of a major employer, the numbers of students receiving free and reduced lunch have been slowly increasing. However, with five Tier II automotive suppliers in the area, we are seeing a growing population of both Hispanic and Korean residents.

We offer a very solid and stable core curriculum at Stephens Elementary. Academically we offer Reading, Mathematics, Language, Writing, Science, and Social Sciences to our students. Our teacher pods are divided into three teacher teams. We have added an Enrichment class to our schedule this year. During this time our gifted and high achieving students go to a class where they work on Odysseyware or STRIDE Academy on computers and I pads to make sure they are being challenged. Our struggling students are sent to small group remediation instruction with another core teacher to get another dose of skills based instruction. Each core teacher has a group of between 3 and 7 students that he or she works with during this 40 minutes, daily.

Our teachers are dedicated to the improvement of their practice and its impact on student achievement. They are trained in the use of methods of the Alabama Reading initiative and the Alabama Math Science and Technology Initiative. We participate in the quarterly meetings of the College and Career Readiness training sponsored by the Alabama State Department of Education. Teachers at Stephens Elementary School receive an average of 30 hours of professional development each year. This professional development is individualized for the needs of the teachers as well as prescribed for the faculty and school system as a whole.

Our school and community also promote multiple extra-curricular offerings to our students. Our extensive Parks and Recreations Service offers a large variety of little league sports that our students enjoy. We also have two dance schools and two gymnastics facilities that offer a variety of classes for our students. On site we have the Boys and Girls Club of America with an after school program for students from all of the elementary schools in our community.

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.

Our teachers are implementing the College and Career Ready Standards that are endorsed by the Alabama State Department of Education. At Stephens Elementary School, our goal is to have students who are skilled in the use of technology to enhance their learning. We provide our students with access to current technology in their classrooms in order to provide 21st Century skills. SES strives to make sure that each student is provided the collaborative skills, problem solving skills, and learning opportunities necessary to lead successful lives. We share the vision of the Alexander City School System. Our vision is to become "a learning environment where ALL excel-Students, Faculty, Parents and Community". Our mission is "to become a center of Educational Excellence at the Regional, State and National Levels". Our overall purpose is the same as the State Department of Education, "every child a graduate, every graduate prepared".

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.

-Stephens Elementary School is in the process of becoming a Green School.

Our goal is for students to use the skills learned at Stephens to become effective citizens.

-We have partnered with various community organizations to assist us in the transition.

-We collected approximately 1,500 pounds of canned goods for our local Crisis Center

-We participate in United Way fundraisers and Fair Share activities with our principal, Ms. Smith, serving on the board of Directors for this organization.

-We participate in the Clean Water Project with our local Environmental Conservation Team.

Additional Information

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

At Stephens Elementary School, we provide our students with several extra-curricular activities that engage our students with the arts and technology. We offer art on a rotation basis. This program provides the students with opportunities to explore the art culture. A music class is also offered to our students before school. We also offer choir before school on Friday. This year we also have a music class on our activity schedule. We share a music teacher with Radney Elementary School.

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.

During the first month of school SES holds its required annual meeting of Title I parents. Parents are notified of the meeting through (1) notices sent home with students, (2) school cast calls, and (3) school calendars listed on both the school and system websites. To assist in providing the opportunity for all parents to attend, the meeting was held at Stephens Elementary on September 29, 2015.

SES has an updated website that gives a wealth of information concerning activities during the school year. Additionally, teachers have their own websites that they are required to keep up-to-date with information regarding tests and other academic concerns. Teachers also email, call, and frequently write to parents regarding concerns. Monthly calendars go home with the students as well as frequent reminders of upcoming events at SES. Additionally the School cast call out system will call and send reminders as necessary.

The Parent Compact is reviewed at the beginning of the year. Parents are encouraged to make revisions as necessary. The revisions are then incorporated into the document and reviewed a final time before signing off. When all parties are satisfied with the document, it is copied for distribution.

Parents are able to submit comments in the comment box located in our office. Additionally, parents are encouraged to email or call with any issues. We have a parent volunteer that helps in the planning of how to go about making the changes suggested by the comment box. She and her team are in our school multiple times each week helping teachers with classroom activities and helping with school fundraisers and projects. Our parent volunteers have helped to create a parent resource room at Stephen Elementary School to encourage parents to come to the school and learn about technology, increase literacy, and gain information on a variety of timely parent issues.

Our parents and teachers work together within the framework of the parent involvement committee with each and all members having the opportunity to discuss, comment, and decide on initiatives. The parent involvement committee works with parents and the Alexander City Federal Programs Coordinator to ensure that all programs work in concert, within the federal guidelines, and support of each other. Our school has a full time teacher who is fluent in Spanish, as well as access to an interpreter to the extent necessary to help our EL students and parents. SES complies with all necessary provisions for ADA by providing and/or interpreting forms for the parents who cannot speak English. When possible the forms will be provided in their native language.

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

Parents are able to submit comments in the comment box located in our office. Additionally, parents are encouraged to email or call with any issues. We have a parent liaison that helps in the planning of how to go about making the changes suggested by the comment box. She and her team are in our school multiple times each week helping teachers with classroom activities and helping with school fundraisers and projects. Our parent liaisons have helped to create a parent resource room at Stephens Elementary School to encourage parents to come to the school and learn about technology, increase literacy, and gain information on a variety of timely parent issues.

Our parents and teachers work together within the framework of the parent involvement committee with each and all members having the opportunity to discuss, comment, and decide on initiatives. The parent involvement committee works with parents and the Alexander City Federal Programs Coordinator to ensure that all programs work in concert, within the deferral guidelines, and support of each other. Our

school has access to an interpreter to the extent necessary to help our EL students and parents. SES complies with all necessary provisions for ADA by providing interpretation of forms for the parents who cannot speak English.

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

During the first month of school SES holds its required annual meeting of Title I parents. Parents are notified of the meeting through (1) notices sent home with students, (2) school cast calls, and (3) school calendars listed on both the school and system websites. This year's Title I meeting was held September 29, 2015.

SES has an updated website that gives a wealth of information concerning activities during the school year. Additionally, teachers have their own websites that they are required to keep up-to-date with information regarding tests and other academic concerns. Teachers also email, call, and frequently write to parents regarding concerns. Monthly calendars go home with the students as well as frequent reminders of upcoming events at SES. Additionally the School cast call out system will call and send reminders as necessary.

Parent Compact is reviewed at the beginning of the year. Parents are encouraged to make revisions as necessary. The revisions are then incorporated into the document and reviewed a final time before signing off. When all parties are satisfied with the document, it is copied for distribution.

Last spring, we conducted a parent survey. This survey was completed so that we could utilize the information during the 2015-2016 school year. We are currently implementing the changes that the parents communicated to SES.

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.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		SES ACT Aspire Data 2015

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

Students of poverty have shown a very slight increase in performance as indicated by ACT Aspire from 3rd to 4th grades.

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

The female population continues to show a positive trend in performance as compared to their male counterparts from the 3rd to 4th grade years.

Which area(s) indicate the overall highest performance?

The area of English/Language is still indicated as the top performance area of SES 3rd and 4th Graders.

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

Our female population shows a trend toward increasing performance as indicated by the ACT Aspire data.

Between which subgroups is the achievement gap closing?

There was a slight increase in the scores of students of poverty. Therefore the achievement gap between students of poverty and non-poverty students is smaller than it once was.

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

The trend showing that our female population continues to out score the other sub-groups is consistent with reported gains across the state.

Areas in Need of Improvement

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

The area of reading was below our expected achievement level. We have chosen it as a focus this year.

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

Writing is an area that is showing a negative trend in performance. Last year's data showed that SES was not achieving at its expected goal in this area, and this trend continues this year according to the data results from ACT Aspire.

Which area(s) indicate the overall lowest performance?

The lowest performance area for Stephens Elementary School was Writing in both 3rd and 4th Grades. However, it is important to note that many of the scores were in the close range, not in the not close range.

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

Our male population still shows a decrease in performance.

Between which subgroups is the achievement gap becoming greater?

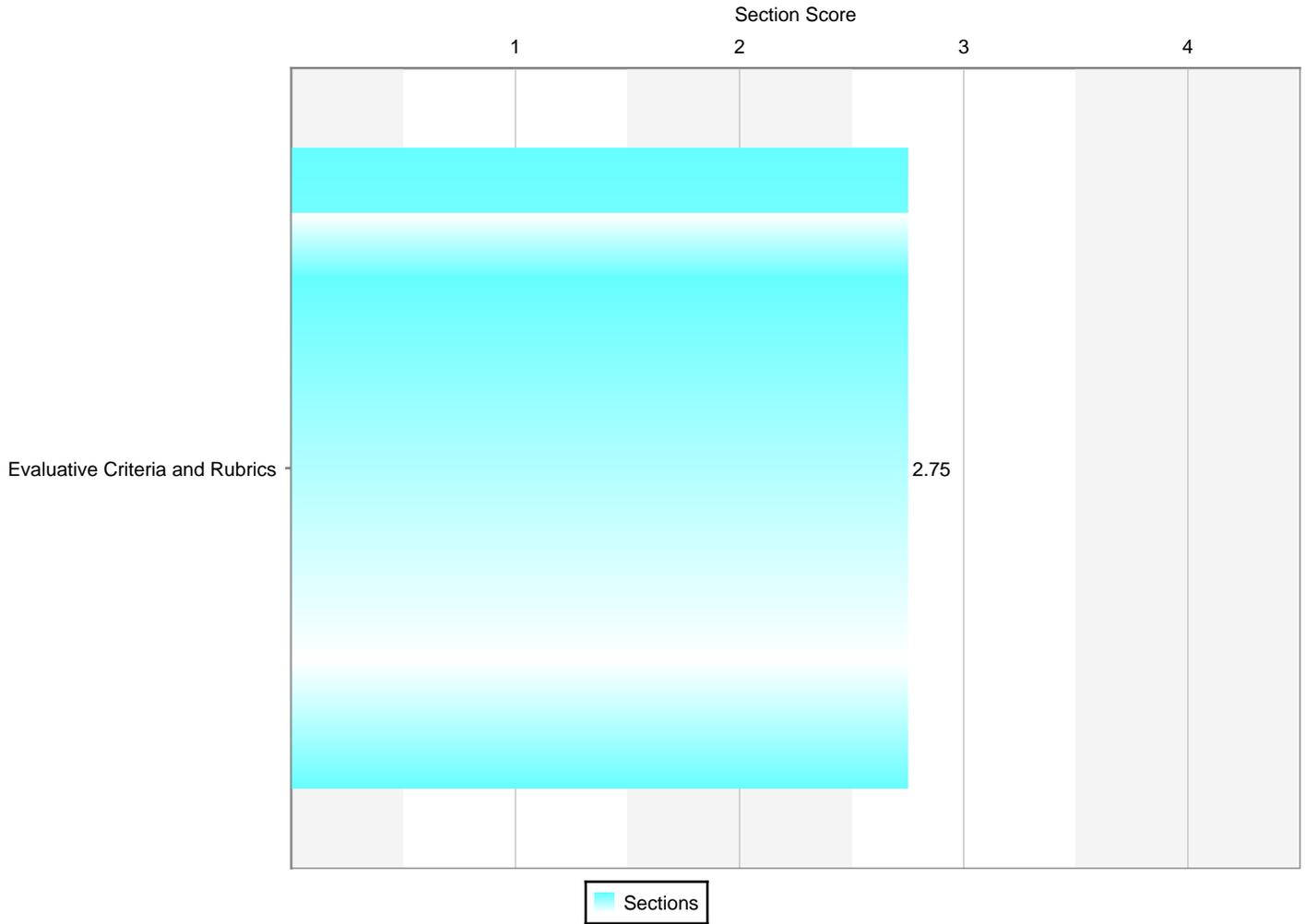
The achievement gap between male and female continues to grow larger.

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

The gap between male and female students is widening. These findings are consistent with reports across the state.

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, ELL, 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	The Building Leadership Team consists of the following: Principal- Kim Smith, Assistant Principal- Keonn Nettles, Counselor- Elysa Gordon, Instructional Coach- Alicia Peters, Teachers- Cameron Carlisle, Rachel Lustic, Brittney Nobles, Evelyn McClendon, Kristie Spivey, Jane Hayes, Vanessa Brooks, Caitlyn Standord, and Elizabeth Minyard. This team meets each Tuesday after school.	ACIP Planning Team 2015-16

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		Equal Opportunity Statement Assurance of Compliance

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	Kritst Boone Director, Special Services; Title IX Coordinator 256-234-8672 Kboone@alex.k12.al.us Alexander City Board of Education 375 Lee Street Alexander City, AL 35010	K. Boone Signature Title IX

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	SES Parental Involvement Plan	Parental Involvement Plan

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Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	SES Parent Compact	Parent Compact

Nathaniel H. Stephens Elementary School ACIP 2015-2016

Overview

Plan Name

Nathaniel H. Stephens Elementary School ACIP 2015-2016

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	The faculty and staff at N.H. Stephens Elementary will engage learners through high quality instruction aligned with college and career ready standards, and assessments for all content areas.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$37261
2	The faculty and staff at N.H. Stephens Elementary will identify barriers to teaching and learning, align support systems to address barriers, and promote healthy development for all students to improve student performance.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	The faculty and staff at N.H. Stephens Elementary will improve the use of human and organizational resources to increase staff, student, parent, and community involvement and satisfaction among all stakeholders	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	25% of students at N.H. Stephens Elementary will engage in community service	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: The faculty and staff at N.H. Stephens Elementary will engage learners through high quality instruction aligned with college and career ready standards, and assessments for all content areas.

Measurable Objective 1:

25% of Fourth grade students will increase student growth by illustrating their academic knowledge in Reading by 07/31/2016 as measured by the results on ACT Aspire.

Strategy 1:

Differentiated Instruction - Teachers are required to do reciprocal observations for one hour per nine weeks. These observations are implemented as learning opportunities for teachers to observe peers in their implementation of strategies. Professional development on differentiated instruction at the local and district level will also be provided to enhance teacher knowledge. The learned strategies will be utilized in weekly lessons to aid in increasing student knowledge.

Category:

Status	Progress Notes	Created On	Created By
N/A	Proof of differentiation must be put in teacher lesson plans and placed in a system drop box as proof.	January 12, 2016	Alicia Peters

Activity - Teacher Observations at Ron Clark Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers, academic coach, principal, and assistant principal, will attend Ron Clark Academy on a rotational schedule throughout the 2015-2016 school year. The purpose is to build on knowledge in the areas of academic support, behavioral support, and provide professional learning to increase student growth.	Professional Learning, Academic Support Program, Behavioral Support Program	09/18/2015	05/20/2016	\$13966	Title I Schoolwide	Core teachers, administrators, and academic coach.

Status	Progress Notes	Created On	Created By
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Completed	Assistant Principal Keonn Nettles, Instructional Coach Alicia Peters, and 3rd Grade Reading Teacher Jeri Lyn Martin attended Ron Clark Academy on September 18, 2015.	September 28, 2015	Alicia Peters
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Strategy 2:

Professional Learning - Professional development helps to strengthen an educators knowledge throughout the course of their career. PD encourages the usage of continued improvement through collaboration and growth of knowledge in current educational trends and practices. Stephens Elementary faculty and staff will participate in multiple professional development/learning activities this school year. All professional development will be on relevant topics for our school and the ACS four areas of PD as indicated by the system needs survey.

Category:

Research Cited: Learning Forward- Why Professional Development Matters by Hayes Mizell @ www.learningforward.org

Research conducted by the National Association for the Education of Young Children (NAEYC)

Research conducted by the Association for Supervision and Curriculum Development (ASCD)

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The faculty and staff will meet on the first Wednesday of each month with Mr. Nettles(AP) and Mrs. Peters(IC) to read and current research and articles on topics currently affecting SES students.	Professional Learning	09/03/2015	05/05/2016	\$0	No Funding Required	Keonn Nettles- Assistant Principal Alicia Peters- Instructional Coach

Status	Progress Notes	Created On	Created By
In Progress	9/3/15 Faculty and staff had professional development with Mr. Nettles and Mrs. Peters. The topic was How to Engage Students from Poverty. From this training the faculty came up with multiple ideas to help students overcome the learning deficits created by poverty. We will now have a word of the day and will create word walls in the building to help saturate students with meaningful vocabulary which these students are lacking. We will place clocks on the wall in front of the office displaying multiple time zones in order to bring validity and the reality that the world functions at different paces in different places to these students.	September 08, 2015	Alicia Peters

Activity - Two 40 Minute Daily Planning Periods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The faculty of SES will have a 40 minute daily planning time with their subject specific cohort, and they will have a 40 minute daily planning time with their two/three teacher team. This schedule will allow for data driven collaboration and differentiation when planning for instruction.	Professional Learning	08/10/2015	05/20/2016	\$0	No Funding Required	Faculty and Staff of Stephens Elementary
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Status	Progress Notes	Created On	Created By
In Progress	Teachers are required to meet twice per week during their subject level planning time to plan for instruction. They are required to meet three Wednesday's per month with the Instructional Coach to plan for instruction.	September 28, 2015	Alicia Peters

Strategy 3:

Technology Initiative - By the beginning of the second semester of this school year, SES will be at a 1:1 ration with iPads. The iPads will be used as textbooks, research tools, educational enhancement agents, education gamification tools, etc. The teachers will be responsible for teaching the students proper technology usage. Therefore, the teachers will need to be trained as well. One to two Tuesday's per month Stephens Elementary faculty and staff will participate in Tech Tuesdays. During these sessions faculty and staff will be introduced to new technology and technology applications to enhance the teaching and learning process for the 21st century student.

Category:

Research Cited: Lowther, Deborah, Gary Morrison, and Steven Ross. Educational Technology Research Past and Present: Balancing Rigor and Relevance to Impact School Learning. Contemporary Educational Technology, 2010, 1(1), 17-35.

Activity - Utilization of iPads for Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to ensure that iPads are maintained for free access and instructional support, maintenance will be completed when needed to ensure proper working order.	Academic Support Program, Technology	08/17/2015	05/20/2016	\$5569	Title I Schoolwide	Media Specialist

Status	Progress Notes	Created On	Created By
Not Completed	Moby Max is used in all classes on the I pads as a means of differentiation for our gifted and accelerated students.	January 12, 2016	Alicia Peters
Completed	Performance Series Testing was completed during the week of 1/11-1/15.	January 12, 2016	Alicia Peters

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Activity - Utilization of MacBooks for Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources will be used to purchase MacBooks for Instructional Support	Academic Support Program, Technology	10/05/2015	05/20/2016	\$17726	Title I Schoolwide	SES Teachers

Status	Progress Notes	Created On	Created By
In Progress	Due to the new 1:1 initiative in the ACS, it has been decided that this is not the best use of funds for our school at this time. This goal will be looked at and changed as we get more information on the 1:1 initiative.	January 12, 2016	Alicia Peters

Goal 2: The faculty and staff at N.H. Stephens Elementary will identify barriers to teaching and learning, align support systems to address barriers, and promote healthy development for all students to improve student performance.

Measurable Objective 1:

collaborate to increase teacher and student performances by strategically identifying and decreasing barriers to teaching and learning by 05/16/2016 as measured by Benchmarks, MobyMax, Performance Series, and ACT Aspire Interim Assessments .

Status	Progress Notes	Created On	Created By
Met	SPED and Intervention teachers baseline tested and began progress monitoring using Moby Max by 9/8/15. This will continue throughout the year.	September 28, 2015	Alicia Peters
Met	Scantron Performance Series testing was done during the first two weeks of school in the subjects of Reading and Math. The data from this baseline was used by the subject areas to collaborate and plan for differentiation during their common planning time.	September 28, 2015	Alicia Peters

Strategy 1:

Instructional Video - Ms. Smith (P), Mr. Nettles (AP) and Mrs. Peters (IC) will video 15 minutes of real time instruction in each classroom before the end of the first semester. Each faculty member will then have a conference with the building instructional leaders to discuss the strategies, instructional practices, and management observed during that time.

Category:

Research Cited: Research and article Fostering Reflection by Lana M. Danielson and ASCD in Educational Leadership Journal.

Status	Progress Notes	Created On	Created By
N/A	Administration has decided that the video will not be an every nine weeks assignment. Rather, this will be done through administrative walk-throughs.	January 12, 2016	Alicia Peters

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will spend 30 minutes during the first 9 weeks and 1 hour every additional 9 weeks conducting peer observations. The purpose is to build on knowledge in the areas of academic instruction and provide professional learning opportunities to increase student growth using feedback and analysis of peer observations.	Professional Learning, Academic Support Program	08/10/2015	05/20/2016	\$0	No Funding Required	SES Faculty

Status	Progress Notes	Created On	Created By
In Progress	The teachers will complete 30 minutes of reciprocal observation during the first nine weeks, and they will complete 1 hour of reciprocal observation during the 2nd, 3rd, and 4th nine week periods. They will then have peer conferences to discuss the areas of strength and weakness.	September 28, 2015	Alicia Peters

Strategy 2:

Teacher/Student Mentoring - Mrs. Peters (IC) will provide mentoring to all teachers and Mrs. Gordon (SC) will provide mentoring to students in collaboration with Mr. Nettles (AP). Mrs. Peters will provide academic mentoring with teachers on best known teaching practices. Teachers will also video themselves teaching a lesson and that information will be utilized to increase teacher and student performances. Mrs. Gordon and Mr. Nettles will provide student mentoring on academics, behavior, and social skills. Mrs. Gordon will also assign groups of students to individual teacher mentors that aids in increasing positive behaviors.

Category:

Research Cited: Title: Teacher Mentoring as an Intervention with At-Risk Students: Research found at: <http://www.tcdss.net/docs/M.%20Coffman%20-%20Teacher%20Mentoring%20as%20an%20Intervention%20with%20At%20Risk%20Students.ppt%20%5BCompatibility%20M.pdf>

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Mentoring will be provided to students as needed to enhance behavior and academic performances.	Academic Support Program, Behavioral Support Program	10/01/2015	05/20/2016	\$0	No Funding Required	SES Faculty and Staff
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Status	Progress Notes	Created On	Created By
In Progress	The school counselor will assign faculty members to students identified as needing one on one mentoring. Mentoring sessions will be documented.	September 28, 2015	Alicia Peters

Goal 3: The faculty and staff at N.H. Stephens Elementary will improve the use of human and organizational resources to increase staff, student, parent, and community involvement and satisfaction among all stakeholders

Measurable Objective 1:

collaborate to increase involvement and relations with stakeholders by 05/20/2016 as measured by the quantity of stakeholders involved during school events and functions.

Strategy 1:

Parental Involvement - Throughout the 2015-2016 school year parents, guardians, and grandparents will have several opportunities to be involved with a variety of activities provided on the campus of N.H. Stephens Elementary.

Category:

Research Cited: What Research says About Parent Involvement in Children's Education in Relation to Academic Achievement

Status	Progress Notes	Created On	Created By
N/A	Stephens Elementary will host a hot dog supper and Title I Parent meeting 9/29/15.	September 28, 2015	Alicia Peters

Activity - Mom's Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Nathaniel H. Stephens Elementary School

Faculty and staff at N.H. Stephens Elementary will invite all mothers to come spend time on campus for a day dedicated especially in their honor.	Community Engagement, Parent Involvement	10/06/2015	10/06/2015	\$0	No Funding Required	SES faculty and staff
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Status	Progress Notes	Created On	Created By
Completed	We had a record number of mothers in the building. See sign in sheets.	January 12, 2016	Alicia Peters

Activity - Dad's Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff at N.H. Stephens Elementary will invite all dads to come spend time on campus for a day dedicated especially in their honor.	Community Engagement, Parent Involvement	10/13/2015	10/13/2015	\$0	No Funding Required	SES faculty and staff

Status	Progress Notes	Created On	Created By
Completed	We had a record number of dads this year. See sign in sheets.	January 12, 2016	Alicia Peters

Activity - Grandparent's Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff at N.H. Stephens Elementary will invite all grandparents to come spend time on campus for a day dedicated especially in their honor.	Community Engagement, Parent Involvement	10/20/2015	10/20/2015	\$0	No Funding Required	SES faculty and staff

Status	Progress Notes	Created On	Created By
Completed	See sign in sheet.	January 12, 2016	Alicia Peters

Goal 4: 25% of students at N.H. Stephens Elementary will engage in community service

Measurable Objective 1:

collaborate to foster community relations through school based groups or individual community service by 05/20/2016 as measured by percentage of students engaged with community service initiative .

Strategy 1:

Community Service Lessons - Teachers will introduce the concept community service and its importance to communities during a lesson embedded within their course content.

Category:

Research Cited: http://www.educationworld.com/a_admin/admin/admin547.shtml

Activity - Community Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Introducing community service to 3-4 grade students	Community Engagement	10/01/2015	05/20/2016	\$0	No Funding Required	SES Teachers

Activity - Canned Food Drive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SES faculty, staff, and students will collect canned goods	Extra Curricular, Community Engagement, Parent Involvement	10/01/2015	05/20/2016	\$0	No Funding Required	ALL

Activity - Recycling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Nathaniel H. Stephens Elementary School

There will be designated areas around the school for recycling of plastic materials. Community members also have the opportunity to bring in recyclable materials.	Extra Curricular, Community Engagement, Parent Involvement	08/10/2015	05/20/2016	\$0	No Funding Required	ALL
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Activity - Jump Rope for Hearts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students raise money for charity through the Jump Rope for Hearts Organization	Extra Curricular, Community Engagement, Parent Involvement	03/01/2016	03/31/2016	\$0	No Funding Required	Physical Education Dept.

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
Canned Food Drive	SES faculty, staff, and students will collect canned goods	Extra Curricular, Community Engagement, Parent Involvement	10/01/2015	05/20/2016	\$0	ALL
Peer Observations	All core teachers will spend 30 minutes during the first 9 weeks and 1 hour every additional 9 weeks conducting peer observations. The purpose is to build on knowledge in the areas of academic instruction and provide professional learning opportunities to increase student growth using feedback and analysis of peer observations.	Professional Learning, Academic Support Program	08/10/2015	05/20/2016	\$0	SES Faculty
Dad's Day	Faculty and staff at N.H. Stephens Elementary will invite all dads to come spend time on campus for a day dedicated especially in their honor.	Community Engagement, Parent Involvement	10/13/2015	10/13/2015	\$0	SES faculty and staff
Jump Rope for Hearts	Students raise money for charity through the Jump Rope for Hearts Organization	Extra Curricular, Community Engagement, Parent Involvement	03/01/2016	03/31/2016	\$0	Physical Education Dept.
Two 40 Minute Daily Planning Periods	The faculty of SES will have a 40 minute daily planning time with their subject specific cohort, and they will have a 40 minute daily planning time with their two/three teacher team. This schedule will allow for data driven collaboration and differentiation when planning for instruction.	Professional Learning	08/10/2015	05/20/2016	\$0	Faculty and Staff of Stephens Elementary
Recycling	There will be designated areas around the school for recycling of plastic materials. Community members also have the opportunity to bring in recyclable materials.	Extra Curricular, Community Engagement, Parent Involvement	08/10/2015	05/20/2016	\$0	ALL

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Nathaniel H. Stephens Elementary School

Mentoring	Mentoring will be provided to students as needed to enhance behavior and academic performances.	Academic Support Program, Behavioral Support Program	10/01/2015	05/20/2016	\$0	SES Faculty and Staff
Team Meetings	The faculty and staff will meet on the first Wednesday of each month with Mr. Nettles(AP) and Mrs. Peters(IC) to read and current research and articles on topics currently affecting SES students.	Professional Learning	09/03/2015	05/05/2016	\$0	Keonn Nettles-Assistant Principal Alicia Peters-Instructional Coach
Mom's Day	Faculty and staff at N.H. Stephens Elementary will invite all mothers to come spend time on campus for a day dedicated especially in their honor.	Community Engagement, Parent Involvement	10/06/2015	10/06/2015	\$0	SES faculty and staff
Community Service	Introducing community service to 3-4 grade students	Community Engagement	10/01/2015	05/20/2016	\$0	SES Teachers
Grandparent's Day	Faculty and staff at N.H. Stephens Elementary will invite all grandparents to come spend time on campus for a day dedicated especially in their honor.	Community Engagement, Parent Involvement	10/20/2015	10/20/2015	\$0	SES faculty and staff
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilization of MacBooks for Instructional Support	Resources will be used to purchase MacBooks for Instructional Support	Academic Support Program, Technology	10/05/2015	05/20/2016	\$17726	SES Teachers
Utilization of iPads for Instructional Support	In an effort to ensure that iPads are maintained for free access and instructional support, maintenance will be completed when needed to ensure proper working order.	Academic Support Program, Technology	08/17/2015	05/20/2016	\$5569	Media Specialist
Teacher Observations at Ron Clark Academy	All core teachers, academic coach, principal, and assistant principal, will attend Ron Clark Academy on a rotational schedule throughout the 2015-2016 school year. The purpose is to build on knowledge in the areas of academic support, behavioral support, and provide professional learning to increase student growth.	Professional Learning, Academic Support Program, Behavioral Support Program	09/18/2015	05/20/2016	\$13966	Core teachers, administrators, and academic coach.
Total					\$37261	

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?	Yes		Stakeholder and Data Document

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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 acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

The areas of highest satisfaction was teaching and assessing for learning.

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

The physical conditions of our building and the feeling of being welcomed in the school have vastly improved over the past year.

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

The atmosphere of the building has gotten better according to all stakeholder surveys and input.

Areas in Need of Improvement

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

The lowest level of satisfaction was indicated in the communication of our schools purpose and direction.

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

We have an ever growing population of parents who are not well educated in CCRS and current educational strategies. This has led to many parents being frustrated about their lack of knowledge in these areas.

What are the implications for these stakeholder perceptions?

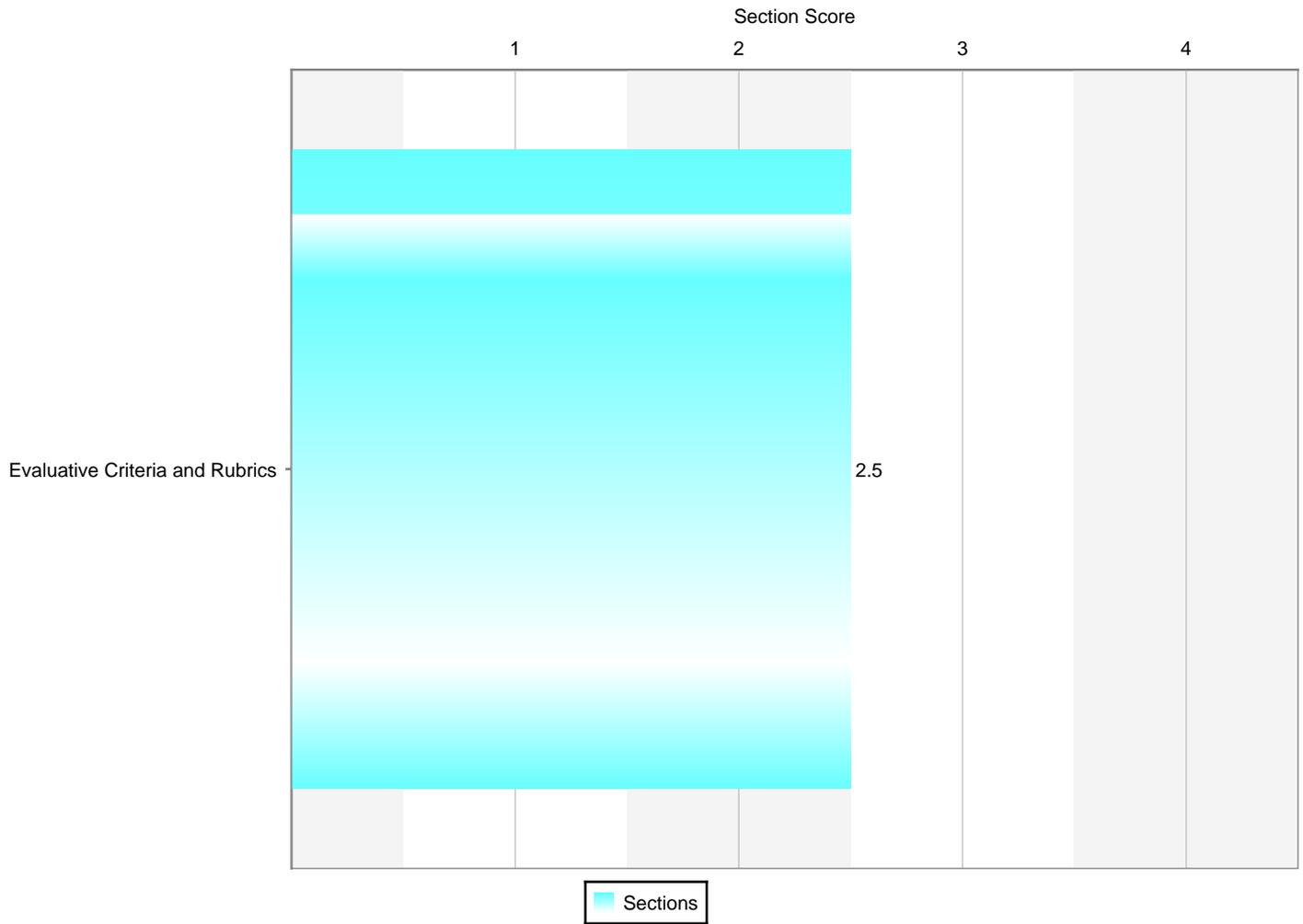
The implications are that we need to get our stakeholders to engage in our school. With good stakeholder engagement we will be able to educate them as to current processes and practices.

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

All of the above reported findings are consistent with the findings from other stakeholder feedback sources.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The Comprehensive Needs Assessment was conducted through staff surveys on professional development, Educate Alabama information, parent and student surveys, anecdotal parent conference notes, and state testing data. The faculty met to discuss the data that was collected and devised strategies that would enable us to be most productive in achieving desired outcomes. The needs assessment also coincide with district

2. What were the results of the comprehensive needs assessment?

The school is in need of more iPads. The school will also concentrate on improving student achievement in reading and mathematics. The staff will participate in professional development activities focused upon the areas of Technology - Integration with Content Lessons, Active Student Engagement, Differentiated Instruction, and School Culture - Changing school culture through reducing negative behavior, increasing student motivation, increasing student pride, increasing student ownership, increasing student work ethic, and increasing leadership and soft skills.

3. What conclusions were drawn from the results?

We are in need of updated technology and we also need to add to our technology to improve student achievement and teacher effectiveness.

4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

21st Century students and teachers need to integrate technology to help with the learning process.

5. How are the school goals connected to priority needs and the needs assessment?

Goals were derived as a result of the 2014-15 administration of ACT Aspire, stakeholder surveys and other data and are directly tied to Aspire results, teacher observations, surveys and community workforce needs.

6. How do the goals portray a clear and detailed analysis of multiple types of data?

The outlined goals are a direct result of the data and they are all tied together based on the evidence gathered through surveys and state and SY 2015-2016

local assessments and screeners.

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

67.75% of students received free or reduced price lunches during the 2014-15 school year (59.54% free - 6.21% reduced). Our goals were determined based upon data indicating the strengths and weaknesses of this group.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

The faculty and staff at N.H. Stephens Elementary will engage learners through high quality instruction aligned with college and career ready standards, and assessments for all content areas.

Measurable Objective 1:

70% of Fourth grade students will increase student growth by illustrating their academic knowledge in Reading by 07/31/2016 as measured by the results on ACT Aspire.

Strategy1:

Differentiated Instruction - Teachers are required to do reciprocal observations for one hour per nine weeks. These observations are implemented as learning opportunities for teachers to observe peers in their implementation of strategies. Professional development on differentiated instruction at the local and district level will also be provided to enhance teacher knowledge. The learned strategies will be utilized in weekly lessons to aid in increasing student knowledge.

Category:

Research Cited:

Activity - Teacher Observations at Ron Clark Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers, academic coach, principal, and assistant principal, will attend Ron Clark Academy on a rotational schedule throughout the 2015-2016 school year. The purpose is to build on knowledge in the areas of academic support, behavioral support, and provide professional learning to increase student growth.	Academic Support Program Behavioral Support Program Professional Learning	09/18/2015	05/20/2016	\$13966 - Title I Schoolwide	Core teachers, administrators, and academic coach.

Strategy2:

Professional Learning - Professional development helps to strengthen an educators knowledge throughout the course of their career. PD encourages the usage of continued improvement through collaboration and growth of knowledge in current educational trends and practices. Stephens Elementary faculty and staff will participate in multiple professional development/learning activities this school year. All professional development will be on relevant topics for our school and the ACS four areas of PD as indicated by the system needs survey.

Category:

Research Cited: Learning Forward- Why Professional Development Matters by Hayes Mizell @ www.learningforward.org

Research conducted by the National Association for the Education of Young Children (NAEYC)

Research conducted by the Association for Supervision and Curriculum Development (ASCD)

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Nathaniel H. Stephens Elementary School

Activity - Two 40 Minute Daily Planning Periods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty of SES will have a 40 minute daily planning time with their subject specific cohort, and they will have a 40 minute daily planning time with their two/three teacher team. This schedule will allow for data driven collaboration and differentiation when planning for instruction.	Professional Learning	08/10/2015	05/20/2016	\$0 - No Funding Required	Faculty and Staff of Stephens Elementary

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty and staff will meet on the first Wednesday of each month with Mr. Nettles(AP) and Mrs. Peters(IC) to read and current research and articles on topics currently affecting SES students.	Professional Learning	09/03/2015	05/05/2016	\$0 - No Funding Required	Keonn Nettles- Assistant Principal Alicia Peters- Instructional Coach

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

The faculty and staff at N.H. Stephens Elementary will identify barriers to teaching and learning, align support systems to address barriers, and promote healthy development for all students to improve student performance.

Measurable Objective 1:

collaborate to increase teacher and student performances by strategically identifying and decreasing barriers to teaching and learning by 05/16/2016 as measured by Benchmarks, MobyMax, Performance Series, and ACT Aspire Interim Assessments .

Strategy1:

Instructional Video - Ms. Smith (P), Mr. Nettles (AP) and Mrs. Peters (IC) will video 15 minutes of real time instruction in each classroom before the end of the first semester. Each faculty member will then have a conference with the building instructional leaders to discuss the strategies, instructional practices, and management observed during that time.

Category:

Research Cited: Research and article Fostering Reflection by Lana M. Danielson and ASCD in Educational Leadership Journal.

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will spend 30 minutes during the first 9 weeks and 1 hour every additional 9 weeks conducting peer observations. The purpose is to build on knowledge in the areas of academic instruction and provide professional learning opportunities to increase student growth using feedback and analysis of peer observations.	Academic Support Program Professional Learning	08/10/2015	05/20/2016	\$0 - No Funding Required	SES Faculty

Strategy2:

Teacher/Student Mentoring - Mrs. Peters (IC) will provide mentoring to all teachers and Mrs. Gordon (SC) will provide mentoring to students
SY 2015-2016

ACIP

Nathaniel H. Stephens Elementary School

in collaboration with Mr. Nettles (AP). Mrs. Peters will provide academic mentoring with teachers on best known teaching practices. Teachers will also video themselves teaching a lesson and that information will be utilized to increase teacher and student performances. Mrs. Gordon and Mr. Nettles will provide student mentoring on academics, behavior, and social skills. Mrs. Gordon will also assign groups of students to individual teacher mentors that aids in increasing positive behaviors.

Category:

Research Cited: Title: Teacher Mentoring as an Intervention with At-Risk Students: Research found at:

<http://www.tcdss.net/docs/M.%20Coffman%20-%20Teacher%20Mentoring%20as%20an%20Intervention%20with%20At%20Risk%20Students.ppt%20%5BCompatibility%20M.pdf>

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring will be provided to students as needed to enhance behavior and academic performances.	Behavioral Support Program Academic Support Program	10/01/2015	05/20/2016	\$0 - No Funding Required	SES Faculty and Staff

Goal 2:

The faculty and staff at N.H. Stephens Elementary will engage learners through high quality instruction aligned with college and career ready standards, and assessments for all content areas.

Measurable Objective 1:

25% of Fourth grade students will increase student growth by illustrating their academic knowledge in Reading by 07/31/2016 as measured by the results on ACT Aspire.

Strategy1:

Technology Initiative - By the beginning of the second semester of this school year, SES will be at a 1:1 ration with iPads. The iPads will be used as textbooks, research tools, educational enhancement agents, education gamification tools, etc. The teachers will be responsible for teaching the students proper technology usage. Therefore, the teachers will need to be trained as well. One to two Tuesday's per month Stephens Elementary faculty and staff will participate in Tech Tuesdays. During these sessions faculty and staff will be introduced to new technology and technology applications to enhance the teaching and learning process for the 21st century student.

Category:

Research Cited: Lowther, Deborah, Gary Morrison, and Steven Ross. Educational Technology Research Past and Present: Balancing Rigor and Relevance to Impact School Learning. Contemporary Educational Technology, 2010, 1(1), 17-35.

Activity - Utilization of iPads for Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to ensure that iPads are maintained for free access and instructional support, maintenance will be completed when needed to ensure proper working order.	Academic Support Program Technology	08/17/2015	05/20/2016	\$5569 - Title I Schoolwide	Media Specialist

ACIP

Nathaniel H. Stephens Elementary School

Activity - Utilization of MacBooks for Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources will be used to purchase MacBooks for Instructional Support	Technology Academic Support Program	10/05/2015	05/20/2016	\$17726 - Title I Schoolwide	SES Teachers

Strategy2:

Professional Learning - Professional development helps to strengthen an educators knowledge throughout the course of their career. PD encourages the usage of continued improvement through collaboration and growth of knowledge in current educational trends and practices. Stephens Elementary faculty and staff will participate in multiple professional development/learning activities this school year. All professional development will be on relevant topics for our school and the ACS four areas of PD as indicated by the system needs survey.

Category:

Research Cited: Learning Forward- Why Professional Development Matters by Hayes Mizell @ www.learningforward.org

Research conducted by the National Association for the Education of Young Children (NAEYC)

Research conducted by the Association for Supervision and Curriculum Development (ASCD)

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty and staff will meet on the first Wednesday of each month with Mr. Nettles(AP) and Mrs. Peters(IC) to read and current research and articles on topics currently affecting SES students.	Professional Learning	09/03/2015	05/05/2016	\$0 - No Funding Required	Keonn Nettles- Assistant Principal Alicia Peters- Instructional Coach

Activity - Two 40 Minute Daily Planning Periods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty of SES will have a 40 minute daily planning time with their subject specific cohort, and they will have a 40 minute daily planning time with their two/three teacher team. This schedule will allow for data driven collaboration and differentiation when planning for instruction.	Professional Learning	08/10/2015	05/20/2016	\$0 - No Funding Required	Faculty and Staff of Stephens Elementary

Strategy3:

Differentiated Instruction - Teachers are required to do reciprocal observations for one hour per nine weeks. These observations are implemented as learning opportunities for teachers to observe peers in their implementation of strategies. Professional development on differentiated instruction at the local and district level will also be provided to enhance teacher knowledge. The learned strategies will be utilized in weekly lessons to aid in increasing student knowledge.

Category:

Research Cited:

ACIP

Nathaniel H. Stephens Elementary School

Activity - Teacher Observations at Ron Clark Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers, academic coach, principal, and assistant principal, will attend Ron Clark Academy on a rotational schedule throughout the 2015-2016 school year. The purpose is to build on knowledge in the areas of academic support, behavioral support, and provide professional learning to increase student growth.	Behavioral Support Program Professional Learning Academic Support Program	09/18/2015	05/20/2016	\$13966 - Title I Schoolwide	Core teachers, administrators, and academic coach.

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Involve parents in the school on a weekly basis

Measurable Objective 1:

collaborate to have an active participation of the parental community in our school by 05/22/2015 as measured by Weekly community volunteers in our school.

Strategy1:

Parental involvement committee - The parental involvement committee will consist of teachers, parents, and our instructional coach. They will collaborate to make sure that there is a monthly volunteer presence in the school.

Category:

Research Cited:

Activity - Parental Involvement Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly community volunteer program	Community Engagement	09/01/2015	05/20/2016	\$0 - No Funding Required	The parental involvement committee

Goal 2:

The faculty and staff at N.H. Stephens Elementary will identify barriers to teaching and learning, align support systems to address barriers, and promote healthy development for all students to improve student performance.

Measurable Objective 1:

collaborate to increase teacher and student performances by strategically identifying and decreasing barriers to teaching and learning by 05/16/2016 as measured by Benchmarks, MobyMax, Performance Series, and ACT Aspire Interim Assessments .

Strategy1:

Instructional Video - Ms. Smith (P), Mr. Nettles (AP) and Mrs. Peters (IC) will video 15 minutes of real time instruction in each classroom before the end of the first semester. Each faculty member will then have a conference with the building instructional leaders to discuss the
SY 2015-2016

strategies, instructional practices, and management observed during that time.

Category:

Research Cited: Research and article Fostering Reflection by Lana M. Danielson and ASCD in Educational Leadership Journal.

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will spend 30 minutes during the first 9 weeks and 1 hour every additional 9 weeks conducting peer observations. The purpose is to build on knowledge in the areas of academic instruction and provide professional learning opportunities to increase student growth using feedback and analysis of peer observations.	Academic Support Program Professional Learning	08/10/2015	05/20/2016	\$0 - No Funding Required	SES Faculty

Strategy2:

Teacher/Student Mentoring - Mrs. Peters (IC) will provide mentoring to all teachers and Mrs. Gordon (SC) will provide mentoring to students in collaboration with Mr. Nettles (AP). Mrs. Peters will provide academic mentoring with teachers on best known teaching practices. Teachers will also video themselves teaching a lesson and that information will be utilized to increase teacher and student performances. Mrs. Gordon and Mr. Nettles will provide student mentoring on academics, behavior, and social skills. Mrs. Gordon will also assign groups of students to individual teacher mentors that aids in increasing positive behaviors.

Category:

Research Cited: Title: Teacher Mentoring as an Intervention with At-Risk Students: Research found at:

<http://www.tcdss.net/docs/M.%20Coffman%20-%20Teacher%20Mentoring%20as%20an%20Intervention%20with%20At%20Risk%20Students.ppt%20%5BCompatibility%20M.pdf>

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring will be provided to students as needed to enhance behavior and academic performances.	Behavioral Support Program Academic Support Program	10/01/2015	05/20/2016	\$0 - No Funding Required	SES Faculty and Staff

Goal 3:

The faculty and staff at N.H. Stephens Elementary will engage learners through high quality instruction aligned with college and career ready standards, and assessments for all content areas.

Measurable Objective 1:

25% of Fourth grade students will increase student growth by illustrating their academic knowledge in Reading by 07/31/2016 as measured by the results on ACT Aspire.

Strategy1:

Technology Initiative - By the beginning of the second semester of this school year, SES will be at a 1:1 ration with iPads. The iPads will be used as textbooks, research tools, educational enhancement agents, education gamification tools, etc. The teachers will be responsible for

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Nathaniel H. Stephens Elementary School

teaching the students proper technology usage. Therefore, the teachers will need to be trained as well. One to two Tuesday's per month Stephens Elementary faculty and staff will participate in Tech Tuesdays. During these sessions faculty and staff will be introduced to new technology and technology applications to enhance the teaching and learning process for the 21st century student.

Category:

Research Cited: Lowther, Deborah, Gary Morrison, and Steven Ross. Educational Technology Research Past and Present: Balancing Rigor and Relevance to Impact School Learning. Contemporary Educational Technology, 2010, 1(1), 17-35.

Activity - Utilization of iPads for Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to ensure that iPads are maintained for free access and instructional support, maintenance will be completed when needed to ensure proper working order.	Academic Support Program Technology	08/17/2015	05/20/2016	\$5569 - Title I Schoolwide	Media Specialist

Activity - Utilization of MacBooks for Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources will be used to purchase MacBooks for Instructional Support	Technology Academic Support Program	10/05/2015	05/20/2016	\$17726 - Title I Schoolwide	SES Teachers

Strategy2:

Differentiated Instruction - Teachers are required to do reciprocal observations for one hour per nine weeks. These observations are implemented as learning opportunities for teachers to observe peers in their implementation of strategies. Professional development on differentiated instruction at the local and district level will also be provided to enhance teacher knowledge. The learned strategies will be utilized in weekly lessons to aid in increasing student knowledge.

Category:

Research Cited:

Activity - Teacher Observations at Ron Clark Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers, academic coach, principal, and assistant principal, will attend Ron Clark Academy on a rotational schedule throughout the 2015-2016 school year. The purpose is to build on knowledge in the areas of academic support, behavioral support, and provide professional learning to increase student growth.	Behavioral Support Program Professional Learning Academic Support Program	09/18/2015	05/20/2016	\$13966 - Title I Schoolwide	Core teachers, administrators, and academic coach.

Strategy3:

Professional Learning - Professional development helps to strengthen an educators knowledge throughout the course of their career. PD encourages the usage of continued improvement through collaboration and growth of knowledge in current educational trends and practices. Stephens Elementary faculty and staff will participate in multiple professional development/learning activities this school year. All professional development will be on relevant topics for our school and the ACS four areas of PD as indicated by the system needs survey.

Category:

Research Cited: Learning Forward- Why Professional Development Matters by Hayes Mizell @ www.learningforward.org

Research conducted by the National Association for the Education of Young Children (NAEYC)

ACIP

Nathaniel H. Stephens Elementary School

Research conducted by the Association for Supervision and Curriculum Development (ASCD)

Activity - Two 40 Minute Daily Planning Periods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty of SES will have a 40 minute daily planning time with their subject specific cohort, and they will have a 40 minute daily planning time with their two/three teacher team. This schedule will allow for data driven collaboration and differentiation when planning for instruction.	Professional Learning	08/10/2015	05/20/2016	\$0 - No Funding Required	Faculty and Staff of Stephens Elementary

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty and staff will meet on the first Wednesday of each month with Mr. Nettles(AP) and Mrs. Peters(IC) to read and current research and articles on topics currently affecting SES students.	Professional Learning	09/03/2015	05/05/2016	\$0 - No Funding Required	Keonn Nettles- Assistant Principal Alicia Peters- Instructional Coach

Goal 4:

The faculty and staff at N.H. Stephens Elementary will improve the use of human and organizational resources to increase staff, student, parent, and community involvement and satisfaction among all stakeholders

Measurable Objective 1:

collaborate to increase involvement and relations with stakeholders by 05/20/2016 as measured by the quantity of stakeholders involved during school events and functions.

Strategy1:

Parental Involvement - Throughout the 2015-2016 school year parents, guardians, and grandparents will have several opportunities to be involved with a variety of activities provided on the campus of N.H. Stephens Elementary.

Category:

Research Cited: What Research says About Parent Involvement in Children's Education in Relation to Academic Achievement

Activity - Dad's Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff at N.H. Stephens Elementary will invite all dads to come spend time on campus for a day dedicated especially in their honor.	Community Engagement Parent Involvement	10/13/2015	10/13/2015	\$0 - No Funding Required	SES faculty and staff

Activity - Grandparent's Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff at N.H. Stephens Elementary will invite all grandparents to come spend time on campus for a day dedicated especially in their honor.	Parent Involvement Community Engagement	10/20/2015	10/20/2015	\$0 - No Funding Required	SES faculty and staff

Activity - Mom's Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff at N.H. Stephens Elementary will invite all mothers to come spend time on campus for a day dedicated especially in their honor.	Community Engagement Parent Involvement	10/06/2015	10/06/2015	\$0 - No Funding Required	SES faculty and staff

Goal 5:

25% of students at N.H. Stephens Elementary will engage in community service

Measurable Objective 1:

collaborate to foster community relations through school based groups or individual community service by 05/20/2016 as measured by percentage of students engaged with community service initiative .

Strategy1:

Community Service Lessons - Teachers will introduce the concept community service and its importance to communities during a lesson embedded within their course content.

Category:

Research Cited: http://www.educationworld.com/a_admin/admin/admin547.shtml

Activity - Recycling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be designated areas around the school for recycling of plastic materials. Community members also have the opportunity to bring in recyclable materials.	Parent Involvement Community Engagement Extra Curricular	08/10/2015	05/20/2016	\$0 - No Funding Required	ALL

Activity - Jump Rope for Hearts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students raise money for charity through the Jump Rope for Hearts Organization	Community Engagement Parent Involvement Extra Curricular	03/01/2016	03/31/2016	\$0 - No Funding Required	Physical Education Dept.

Activity - Community Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Introducing community service to 3-4 grade students	Community Engagement	10/01/2015	05/20/2016	\$0 - No Funding Required	SES Teachers

Activity - Canned Food Drive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SES faculty, staff, and students will collect canned goods	Community Engagement Parent Involvement Extra Curricular	10/01/2015	05/20/2016	\$0 - No Funding Required	ALL

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

The faculty and staff at N.H. Stephens Elementary will identify barriers to teaching and learning, align support systems to address barriers, and promote healthy development for all students to improve student performance.

Measurable Objective 1:

collaborate to increase teacher and student performances by strategically identifying and decreasing barriers to teaching and learning by 05/16/2016 as measured by Benchmarks, MobyMax, Performance Series, and ACT Aspire Interim Assessments .

Strategy1:

Teacher/Student Mentoring - Mrs. Peters (IC) will provide mentoring to all teachers and Mrs. Gordon (SC) will provide mentoring to students in collaboration with Mr. Nettles (AP). Mrs. Peters will provide academic mentoring with teachers on best known teaching practices. Teachers will also video themselves teaching a lesson and that information will be utilized to increase teacher and student performances. Mrs. Gordon and Mr. Nettles will provide student mentoring on academics, behavior, and social skills. Mrs. Gordon will also assign groups of students to individual teacher mentors that aids in increasing positive behaviors.

Category:

Research Cited: Title: Teacher Mentoring as an Intervention with At-Risk Students: Research found at:

<http://www.tcdss.net/docs/M.%20Coffman%20->

[%20Teacher%20Mentoring%20as%20an%20Intervention%20with%20At%20Risk%20Students.ppt%20%5BCompatibility%20M.pdf](http://www.tcdss.net/docs/M.%20Coffman%20-%20Teacher%20Mentoring%20as%20an%20Intervention%20with%20At%20Risk%20Students.ppt%20%5BCompatibility%20M.pdf)

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring will be provided to students as needed to enhance behavior and academic performances.	Behavioral Support Program Academic Support Program	10/01/2015	05/20/2016	\$0 - No Funding Required	SES Faculty and Staff

Strategy2:

Instructional Video - Ms. Smith (P), Mr. Nettles (AP) and Mrs. Peters (IC) will video 15 minutes of real time instruction in each classroom before the end of the first semester. Each faculty member will then have a conference with the building instructional leaders to discuss the strategies, instructional practices, and management observed during that time.

Category:

Research Cited: Research and article Fostering Reflection by Lana M. Danielson and ASCD in Educational Leadership Journal.

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will spend 30 minutes during the first 9 weeks and 1 hour every additional 9 weeks conducting peer observations. The purpose is to build on knowledge in the areas of academic instruction and provide professional learning opportunities to increase student growth using feedback and analysis of peer observations.	Professional Learning Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	SES Faculty

Goal 2:

The faculty and staff at N.H. Stephens Elementary will engage learners through high quality instruction aligned with college and career ready standards, and assessments for all content areas.

Measurable Objective 1:

25% of Fourth grade students will increase student growth by illustrating their academic knowledge in Reading by 07/31/2016 as measured by the results on ACT Aspire.

Strategy1:

Differentiated Instruction - Teachers are required to do reciprocal observations for one hour per nine weeks. These observations are implemented as learning opportunities for teachers to observe peers in their implementation of strategies. Professional development on differentiated instruction at the local and district level will also be provided to enhance teacher knowledge. The learned strategies will be utilized in weekly lessons to aid in increasing student knowledge.

Category:

Research Cited:

Activity - Teacher Observations at Ron Clark Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers, academic coach, principal, and assistant principal, will attend Ron Clark Academy on a rotational schedule throughout the 2015-2016 school year. The purpose is to build on knowledge in the areas of academic support, behavioral support, and provide professional learning to increase student growth.	Professional Learning Behavioral Support Program Academic Support Program	09/18/2015	05/20/2016	\$13966 - Title I Schoolwide	Core teachers, administrators, and academic coach.

Strategy2:

Professional Learning - Professional development helps to strengthen an educators knowledge throughout the course of their career. PD encourages the usage of continued improvement through collaboration and growth of knowledge in current educational trends and practices. Stephens Elementary faculty and staff will participate in multiple professional development/learning activities this school year. All professional development will be on relevant topics for our school and the ACS four areas of PD as indicated by the system needs survey.

Category:

Research Cited: Learning Forward- Why Professional Development Matters by Hayes Mizell @ www.learningforward.org

ACIP

Nathaniel H. Stephens Elementary School

Research conducted by the National Association for the Education of Young Children (NAEYC)

Research conducted by the Association for Supervision and Curriculum Development (ASCD)

Activity - Two 40 Minute Daily Planning Periods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty of SES will have a 40 minute daily planning time with their subject specific cohort, and they will have a 40 minute daily planning time with their two/three teacher team. This schedule will allow for data driven collaboration and differentiation when planning for instruction.	Professional Learning	08/10/2015	05/20/2016	\$0 - No Funding Required	Faculty and Staff of Stephens Elementary

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The faculty and staff will meet on the first Wednesday of each month with Mr. Nettles(AP) and Mrs. Peters(IC) to read and current research and articles on topics currently affecting SES students.	Professional Learning	09/03/2015	05/05/2016	\$0 - No Funding Required	Keonn Nettles- Assistant Principal Alicia Peters- Instructional Coach

Strategy3:

Technology Initiative - By the beginning of the second semester of this school year, SES will be at a 1:1 ration with iPads. The iPads will be used as textbooks, research tools, educational enhancement agents, education gamification tools, etc. The teachers will be responsible for teaching the students proper technology usage. Therefore, the teachers will need to be trained as well. One to two Tuesday's per month Stephens Elementary faculty and staff will participate in Tech Tuesdays. During these sessions faculty and staff will be introduced to new technology and technology applications to enhance the teaching and learning process for the 21st century student.

Category:

Research Cited: Lowther, Deborah, Gary Morrison, and Steven Ross. Educational Technology Research Past and Present: Balancing Rigor and Relevancy to Impact School Learning. Contemporary Educational Technology, 2010, 1(1), 17-35.

Activity - Utilization of iPads for Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to ensure that iPads are maintained for free access and instructional support, maintenance will be completed when needed to ensure proper working order.	Technology Academic Support Program	08/17/2015	05/20/2016	\$5569 - Title I Schoolwide	Media Specialist

Activity - Utilization of MacBooks for Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources will be used to purchase MacBooks for Instructional Support	Technology Academic Support Program	10/05/2015	05/20/2016	\$17726 - Title I Schoolwide	SES Teachers

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Students at N.H. Stephens Elementary School will become academically proficient beyond their current academic level

Measurable Objective 1:

25% of All Students will increase student growth increase the performances of students in Reading by 05/20/2016 as measured by academic performances .

Strategy1:

Increasing Students' Performances - Students that are low achievers will use Mobymax to identify gaps and that data will be used to increase students' performances. Low achieving students will also receive intervention services to aid in their learning process.

Students that are high achievers will use Mobymax to identify areas of strengths and that data will be used to provide instruction that will provide them with higher depth of knowledge questions. Gifted services are also offered to provide a percentage of high achieving students with extra services.

ELL students will be provided services through student interventions.

Category:

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increasing Student Performances	Academic Support Program Technology Direct Instruction	08/17/2015	05/20/2016	\$3000 - District Funding	SES Faculty and staff

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

There will be a 21% Mastery of English Language Proficiency for ELL students with a score of 4.8 or higher and 55% of students making at least .5 gain on ACCESS for ELLs.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in English Laguage Proficiency in English Language Arts by 05/20/2016 as measured by Access for ELL's.

Strategy1:

Additional Academic Support - Students will be provided additional intervention resources to address language deficiencies.

Category:

Research Cited:

Activity - TIER 3 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are pull for at least 40 minutes daily for intense academic instruction that is in addition to their daily classroom instruction.	Academic Support Program Direct Instruction	08/10/2015	05/20/2016	\$140000 - State Funds	Intervention teachers, problem solving team, academic tutor

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Students at N.H. Stephens Elementary School will become academically proficient beyond their current academic level

Measurable Objective 1:

25% of All Students will increase student growth increase the performances of students in Reading by 05/20/2016 as measured by academic performances .

Strategy1:

Increasing Students' Performances - Students that are low achievers will use Mobymax to identify gaps and that data will be used to increase students' performances. Low achieving students will also receive intervention services to aid in their learning process.

Students that are high achievers will use Mobymax to identify areas of strengths and that data will be used to provide instruction that will provide them with higher depth of knowledge questions. Gifted services are also offered to provide a percentage of high achieving students with extra services.

ELL students will be provided services through student interventions.

Category:

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increasing Student Performances	Direct Instruction Academic Support Program Technology	08/17/2015	05/20/2016	\$3000 - District Funding	SES Faculty and staff

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

3. Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

All employees of Stephens Elementary School must be highly qualified. We make sure of this during the interview and hiring process. In order to maintain effective teaching practices, all staff works closely with the Instructional Coach to learn best practices, Depth of Knowledge levels, and differentiation strategies.

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

the teacher turnover rate at SES this past year was 5%.

2. What is the experience level of key teaching and learning personnel?

The experience level of key teaching and learning personnel is 3 to 5 years with some exceptions.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

We utilize programs and processes such as teacher of the month, new teacher training, extensive professional development, data training, and instructional coaching to attract and retain teachers.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

The district uses new teacher training and extensive professional development, and teacher of the year to attract and retain teachers.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Not applicable for our school

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Stephens Elementary uses Building Leadership team, Tech Tuesdays, Weekly Wednesday Subject Level meetings with the Instructional Coach, How Poverty Affects Engagement in the Classroom, Differentiation Strategies, and Strategies for best practices as topics for professional development.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

These include Moms' Day, Dads' day, Grandparents' day, Title I Parent meetings, focus committees (school level and district level), etc.

3. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

Stephens Elementary uses Instructional Coach, Mentor Teachers, and new teacher trainings to help its faculty.

4. Describe how this professional development is "sustained and ongoing."

We meet once per week for subject level meetings with the instructional coach at SES. We meet every Tuesday after school for our BLT to discuss school issues and developments. We meet monthly for new teacher training. We meet once per month for data meetings. We meet once per month for research studies. We meet once per month as focus committees on specific areas of concern for our school.

Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

The 4th grade students of Stephens Elementary annually visit Radney Elementary (grades 5-6) Jim Pearson's 2nd grade students visit Stephens. These visits among transitional groups enable us to assist the students in this transition.

Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Stephens Elementary teachers participate in the decision making process this through BLT meetings, data meetings and focus groups at both the school and system level.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Stephens Elementary uses a process that begins with identification of the student through the use of a universal screener. This takes place after the results in Tier II instruction in the classroom. If the student is still in need of support he or she is referred to the Problem Solving Team. The PST then evaluates data to determine if tier II intervention is needed. If so, the student is placed in Tier III intervention classes. If the Tier III interventions do not work, the student is then referred for the SPED program.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The students that have difficulty mastering the standards receive 40 minutes daily of Tier III instruction with an intervention teacher or academic . In addition, these students receive 20-30 minutes daily of Tier II instruction with the regular education teacher.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Differentiated Instruction is delivered in the classroom in a variety of ways. At Stephens Elementary this is done through whole group, partner, center, and intervention instruction methods.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Stephens Elementary students may take advantage of a variety of after school programs as well as supports provided by our classroom teachers. Students may elect to participate in the After the Bell program located at Radney Elementary, the Boys and Girls Club, teacher tutoring, and academic resources given to students by the teacher.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

We implement a variety of procedures to address the unique needs and challenges for each student in special populations. This is done with intensive interventions, Samuel Training, ELL Program, Mentoring, Local Court System, Mental Health Services, Summer lunch program, Summer Reading Program, Back Pack Program, and Housing Authority after school supper delivery.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

All of our goals, Professional development, technology purchases, etc. are tied to the title I needs assessment survey and other surveys. Specifically, improvement by all students in reading and mathematics.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Title I funds were used to provide access to the following online resources - Scantron Performance Series, Scantron Achievement Series, Moby Max, Accelerated Reader, ACT Aspire Periodic Assessments, and Motivated Data Grant.

Local funds provided by the Alexander City Chamber of Commerce provide Fine Arts teachers and resources. In addition local funds are provide from the following revenue sources- Property Taxes & Sales Tax which provide for Salaries & Benefits, Professional Development & Travel, Materials & Supplies, and other items. Russell Medical Center, the Russell Foundation, and Tuition also provide for Salaries & Benefits and Instructional Materials & Supplies.

The Foundation Program and Alabama Reading Initiative provide funds for Salaries & Benefits, Classroom Materials & Supplies, and Purchased Services

These programs are coordinated/consolidated with the school-wide program to provide maximum learning opportunities for our students.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I funds were used to provide access to the following online resources - Scantron Performance Series, Scantron Achievement Series, Moby Max, Accelerated Reader, ACT Aspire Periodic Assessments, and Motivated Data Grant.

Local funds provided by the Alexander City Chamber of Commerce provide Fine Arts teachers and resources. In addition local funds are provide from the following revenue sources- Property Taxes & Sales Tax which provide for Salaries & Benefits, Professional Development & Travel, Materials & Supplies, and other items. Russell Medical Center, the Russell Foundation, and Tuition also provide for Salaries & Benefits and Instructional Materials & Supplies.

The Foundation Program and Alabama Reading Initiative provide funds for Salaries & Benefits, Classroom Materials & Supplies, and Purchased Services

These programs are coordinated/consolidated with the school-wide program to provide maximum learning opportunities for our students.

Stephens Elementary does not receive funds for violence prevention programs, housing programs, Head Start, adult education, vocational and technical education, or job training.

Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?

The school wide program will be evaluated through feedback from all stakeholders as well as academic data.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The results are disaggregated into selected components and results are used to provide interventions to address issues and move toward increased student performance.

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

This is accomplished through stakeholder feedback and results from academic data.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The plan is revised as needed during regular Building Leadership Team meetings, Data Meetings, and the Central Office Review.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

No

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

We changed all of our goals this year to coincide with results from stakeholder surveys. The goals were also changed to be aligned with the district's plan of action for continuous improvement.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	25.05	25.05	1,665,335.00
Administrator Units	1.00	1.0	105,923.00
Assistant Principal	0.00	1.0	83,553.00
Counselor	0.97	1.0	78,855.00
Librarian	1.00	1.0	73,041.00
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0	0.00
Professional Development	0.00	00	0.00
State ELL Funds	0.00	00	0.00
Instructional Supplies	0.00	00	0.00
Library Enhancement	0.00	0	0.00
Totals			2,006,707.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	167999.26

Provide a brief explanation and breakdown of expenses.

Personnel Total BSSAL + Benefits: Title 1 Allocation = \$143,395.87

Classroom Instructional Supplies: Title 1 Allocation = \$1, 305.48

iPad Maintenance and free access: Title 1 Allocation = \$5, 569.32

MacBook Purchase: Title 1 Allocation = \$17, 729.58

Parent Involvement Title I Set Aside - \$3,234.93

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Title II funds will be shared K-12

\$41,753.42 - Professional Development

\$2,000.00 - Highly Qualified Teachers

\$2,318.00 - Indirect Cost

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Title III - \$18,044.00 shared K-12

\$4,000.00 - Rosetta Stone

\$7,029 Online Learning Software

\$6,763.00 Professional Development

\$252.00 Indirect Cost

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

\$9,588.00 - Computers for HOPE Academy shared K-6

\$6,466.23 - Instructional Materials - K-12

\$15,500.00- Professional Development K-12

\$3,600.00 - ABE K-12

\$240.00 - Odysseyware Spark -K-6

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	363291.0

Provide a brief explanation and breakdown of expenses

- Property Taxes & Sales Tax
- City of Alex City Fine Arts Program
- Helping School Vehicle Tags
- Russell Medical Center
- Russell Foundation
- Local School Revenue - Public
- Local School Revenue - Non Public

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Strategies to Increase Parental Involvement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

During the first month that school is in session, SES holds its required annual meeting of Title I parents. Parents are notified of the meeting through (1) notices sent home by students, (2) school cast, (3) school calendars, (4) Remind 101 texts, and (5) school website. Topics to be discussed at this year's meeting are:

What it means to be a Title I School

1% Set-Aside, the LEA Title I Plan The LEA Parental Involvement Plan The CIP

The School Parental Involvement Plan School-Parent Compact

Requesting Qualifications of your child's teacher

Notifications of teachers who are not Highly Qualified (none)

the Annual Evaluation of the Parental Involvement Plan

The process for how all Title I parents may have involvement in the 1% Set-Aside, the LEA Title I Plan, the CIP, the revisions of compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan

Introduction of Parent Leaders/Contacts

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

1)The Title I meeting will be held September 29, 2015

2)Parent volunteers will be asked to form committees to refine our Title I Program

3)Parent involvement funds have been used for technology at SES. We now have a complete Parent Involvement Room at SES. In this classroom there is a computer dedicated to parental usage. There are shelves, desks, tables, etc. that they may use as they work together and plan.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

SES has an updated website that gives a wealth of information concerning activities during the school year. Additionally, teachers have their own Remind 101 accounts and/or websites that they are required to keep up-to-date with information regarding tests and other academic concerns. Teachers also email, call, and frequently write to parents regarding concerns. Monthly calendars go home with students as well as frequent reminders of upcoming events at SES. We also utilize the School Cast call out system to send reminders as necessary.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

The Parent Compact is reviewed at the beginning of the year. Parents are encouraged to make revisions as necessary. The revisions are then incorporated into the document and reviewed a final time before signing off. When all parties are satisfied with the document, it is copied for distribution.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parents are able to submit comments in the comment box located in the office. Also, parents are encouraged to email or call with any issues.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

We have parent meetings to interpret and understand the current standardized test taking system (ACT Aspire). We also discuss fundraising efforts and ways to increase parental involvement.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

We have created a parent resource room at SES and encourage parents to come to the school and learn about technology, increase literacy, and gain information on a variety of other parent issues.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Parents and teachers work together within the framework of the parent involvement committee with each and all members. This way all of them have the opportunity to discuss, comment, and decide on initiatives for SES.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

The Parent Involvement Committee works with parents, teachers, and students to make sure that parents are taking an active role in their child's educational experience. We discuss with parents that the number one factor in their child's educational process is the level of parental involvement both at home and in school. We have even begun a parent volunteer sign up at volunteer spot to try to get more parents involved during times when it is feasible for them. This will have multiple benefits. It will get more parents involved, and it will give us much needed help without needing extra money to fund it.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

We will send documents home in the parents' native language whenever possible. We also have access to system wide contracted interpreters when the need arises.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

We will send documents home in the parents' native language whenever possible. We also have access to system wide contracted interpreters when the need arises.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

We will send documents home in the parents' native language whenever possible. We also have access to system wide contracted interpreters when the need arises.