



ACIP

Pine Level Elementary School

Autauga County Board of Education

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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?

Pine Level Elementary School (PLES) is situated in the rural community of Pine Level in central Alabama, north of Prattville and west of Deatsville. Located in Northwest Autauga County some 17 miles from Montgomery, Alabama, Pine Level is comprised of approximately eighteen subdivisions and has a population of around 8,000 people. Athletic and civic organizations in the Pine Level community utilize the school campus to host practices and conduct meetings, making PLES a gathering place for many citizens. In fact, several citizens joined together to pay for lighting of the school's large fields for evening activities. PLES is positioned on US Highway 31 and is two miles from Interstate 65 making the school easily accessible to families and visitors alike. PLES has access to cultural, historical and athletic venues that both Montgomery and Birmingham have to offer. As with any institution, PLES has experienced changes over the last three years. One change that made a profound impact on PLES and the community came approximately four years ago with the opening of the PLES 21st Century Community Learning Center (21 CCLC).

The Pine Level Elementary 21CCLC impacted approximately 350 students over the last four years. Progress was noted in the areas of academics, attendance, behavior and parental involvement. After-school tutoring/homework help strengthened students' skills and allowed families to spend more time together in the evenings enjoying extracurricular activities rather than tied to homework assignments. School attendance numbers increased because students did not want to miss the afterschool program due to school absence. The greatest progress was made in the area of student behavior. Students were motivated to exercise greater self-control and treat others with more consideration. Office referrals decreased and time out of class was reduced. Parental involvement continued to rise as parents participated in activities and service projects sponsored through the 21CCLC. PLES did not receive refunding for the grant for the current year. (We will enter the grant process at the end of the 2015-2016 school year.) Another important change that has occurred is the addition of two Pre-K classes in August 2014 (a third class was added August 2015).

School readiness has long been a concern for the faculty and staff of Pine Level Elementary. Many of our kindergarten students enter the school setting lacking basic social and academic readiness. Current kindergarten students, who were enrolled in Pre-K last year, began school with greater confidence and excitement than their counterparts. Teachers were able to utilize these students as class helpers on the first day of school. The first DIBELS assessment (August 26-September 9) indicated that 54% of these students fell into the core (benchmark) program. A third important change affecting Pine Level Elementary School which should be noted is tied to the economy. Over the last three years the student population at Pine Level Elementary School decreased. Since the fall of 2011, the student body numbered in the lower nine hundred to upper eight hundred range. Aggravating factors such as economic recession and a sluggish job market kept the community from continuing the rapid growth it experienced during the 2008-2010 years. Many homes that were built to accommodate projected population growth remain vacant. PLES enrollment for the current year has shown considerable gain. It is hoped that this rise indicates a healthier economy for this community.

Currently, PLES houses 965 students in grades pre-kindergarten through five with 67 certified staff members and 27 support staff members totaling 94. Demographic data reveals that the student population is 83.2% white, 11.4% black, 2.2% multi-race, 2.5% Hispanic and a combination of other is .7%. Slightly more than fifty-eight percent (58.13) of the student population receives federal lunch assistance assigning PLES school-wide Title I status.

PLES has developed very successful relationships with several postsecondary institutions: Auburn University Montgomery, University of Alabama, Faulkner University, Troy University Montgomery, Alabama State University and the University of South Alabama. Numerous teacher interns and lab students are assigned to PLES each semester to receive quality field experiences where excellence is the standard.

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.

"Every Student a Graduate; Every Graduate a Success," is the vision of the Autauga County School System. This thread of "excellence" resounds throughout Autauga County connecting all schools with the district's vision and mission. The district's mission is: "To provide excellent educational opportunities necessary for all students to be successful in life." The vision and mission of Pine Level Elementary School (PLES) beautifully compliments these declarations of commitment by highest levels of leadership in the county. "Achieving Excellence" is the vision of this great school. Along with district leaders, the staff of PLES is cognizant that excellence is gained through intentional and purposeful planning and careful execution of those plans. In concert with district leaders, the desire to instill a love for lifelong learning and develop traits of good citizenry in students is shared by all PLES stakeholders and is the cornerstone of its mission.

"It is the mission of Pine Level Elementary School to produce excellent, life-long learners who reach their full potential and become responsible citizens." (Michael Fierro, student)

This mission serves as the impetus for instructional change. The faculty and staff are challenged to reflect upon the mission and allow it to influence their choices as they plan for quality instruction. Teachers are charged with the task of developing standards-based lessons that motivate, engage, challenge and inspire students to strive for excellence. High expectations are communicated to all stakeholders. One of PLES's greatest strengths is its human resources. As stakeholders have met countless times during the years, strong beliefs have been forged that guide our mission efforts: all students can learn and should be held to high expectations; students must have a safe environment in which to learn; students play an integral part in their learning; and education is a partnership between school and community. Students participate in discussions regarding the school's purpose and mission. They are often reminded of their role in their education and how school, home and community must work as a team to ensure that they receive the best that this school can offer them. At the onset of each school year, teachers, parents and students discuss and sign a Home-School Compact. This document is used throughout the year to remind each stakeholder of the expectations that have been set and the commitment that has been made. High expectations provide the foundation upon which daily operations and instruction are executed. All stakeholder groups of PLES desire to create an environment of learning that supports every aspect of its students' development. In order to do so, several school-wide strategies designed to help all students achieve important social and learning goals have been implemented. Students excel academically when teachers are able to maximize instruction due to minimal behavior issues.

Pine Level Elementary School has fully embraced Positive Behavior Support (PBS) in order to create a paradigm shift in student behavior and discipline. Through PBS, the school aims to establish a framework in which positive behavior is the norm. Preventive measures, teaching and re-teaching of expectations and reinforcement-based strategies have been noted as the fundamentals of successfully implementing PBS. Rules and procedures for behaviors that are expected in all areas of the school have been established: halls, media center, cafeteria, gymnasium, classrooms and playground. These expectations are consistently taught so that students know what is expected of them. Emphasis is placed on anti-bullying behaviors. Rules and procedures are developed to specifically address respecting others. These guidelines minimize bullying behaviors and provide a safer school environment. By applying consistent consequences and positive reinforcement for all students, detailing expected behaviors, and teaching those to students in a positive way, PLES provides a common language for everyone in the building, including students, teachers, front office staff, support staff and paraprofessionals. Students are rewarded frequently for their great behavior with praise, special activities and other incentives such as Friday Break (extra recess time) each week. By helping students practice good behavior, faculty and staff are building a learning community where students can succeed and grow. Project Wisdom (character education program) is implemented on a daily basis. Students are taught four overarching rules of the school, and these are recited together every day as part of our morning announcements. These rules are: C-Come prepared; L-Listen and learn; A-Act respectfully; and W-Work hard. Pine Level Panthers are rallied to "Give 'em the CLAW!" In an effort to maintain orderliness throughout our SY 2015-2016

building, students walk on a path of painted paws on the hall floors. Throughout the building, it is common to hear, "Get on the paws, please." Teachers utilize grade level discipline plans in their classrooms that incorporate these school rules so that students remain safe, learning time is protected and consistency exists across all grade levels.

Expectations for academic excellence have been raised through the adoption and implementation of national Common Core Standards and Alabama College and Career Ready Standards. Students are challenged to think more critically and develop deeper understanding of concepts. As a result, staff and students set goals and both work together to ensure success. Parents are asked to support student goals by ensuring students are prepared for learning through their attendance. Parents borrow instructional activities from the PLES Family Resource Center to use at home as they reinforce concepts and skills their children are learning throughout the school day. Businesses are solicited to support learning by partnering with the school by providing incentives.

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.

Pine Level Elementary School has received both individual and corporate recognition. Many of our students participate in a variety of community athletic organizations. Students have ranked in top positions at state and regional meets. Several students have competed in cultural events (art, music and dance) and been awarded honors at state, regional, and national competitions. Teachers have been chosen for local and regional awards and as grant recipients. PLES was awarded a 21st Century Community Learning Center (CCLC) grant four years ago in the amount of \$150,000 to develop an after school program targeting at risk students. The grant funding was for three years. Although PLES did not receive grant funding for a 21CLC for the current year, administrators will pursue grant funding at the end of the 2015-2016 school year for the future. In the spring of 2014 PLES was awarded two grants (Plus Grant and Tiered Grant) to implement Autauga County's first public school First Class Pre-K Program. In the spring of 2015, PLES was awarded a Developmental Grant to implement a third First Class Pre-K classroom. Each grant funds one classroom to provide high quality developmentally appropriate instruction to children of Autauga County who turn four years old on or before September 1.

Pine Level Elementary is a school of distinction both locally and at the state level. Students consistently achieve high scores on state assessments and receive local recognition.

One of the greatest improvements of which Pine Level Elementary School is most proud is found in the community relationships that have been developed and the bridges that have been built with its constituents. Due to the complexity of the rural environment in which PLES is located, it has taken many years to be recognized as a flagship in this community. Considerable effort has been exerted in creating a reputation of being a school that cares about the health of this community and seeks to contribute to its welfare. The staff models compassion as they provide assistance to families experiencing loss. They lead by example. Numerous fundraisers/drives throughout the school year emphasize giving back to help those in need.

A second area of significant improvement has occurred within the walls of Pine Level Elementary School. The culture of the school has undergone positive changes over recent years. The staff has striven to eliminate barriers that threaten to divide and interfere with their quest for excellence. The theme for this year is "One Team, One Goal, Excellence." This theme supports the school's vision and compliments the county's vision as well.

It is interesting to note that the two areas of greatest gain are also areas of focus in coming years. In addition to providing the best education in the state, PLES will continue to build capacity in its stakeholders through strengthening existing relationships and forging new partnerships. The potential for growth in this area of Autauga County is limitless. Pine Level Elementary School is resolved to continue its outreach and promote its vision and mission. The staff is resolute in its belief that a "house divided cannot stand." Building community, where each person is recognized as a valuable part of the whole, will remain a priority.

Although Pine Level Elementary School is only eighteen years old and considered to be a relatively young school, it has established itself as a leader in Autauga County and beyond. PLES is known for its standard of excellence. The commitment of its stakeholders in the creation of a learning environment that equips students who are academically, behaviorally and socially prepared to participate in the next level of their education, further demonstrates this excellence. The future is sure to bring changes and challenges that this community and school will have to address. Pine Level Elementary School can be depended upon to continue to meet rigorous academic, financial and social challenges with no less commitment than it has in the past.

Additional Information

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

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Although Pine Level Elementary School is only seventeen years old and considered to be a relatively young school, it has established itself as a leader in Autauga County and beyond. PLES is known for its standard of excellence. The commitment of its stakeholders in the creation of a learning environment that equips students who are academically, behaviorally and socially prepared to participate in the next level of their education, further demonstrates this excellence. The future is sure to bring changes and challenges that this community and school will have to address. Pine Level Elementary School can be depended upon to continue to meet rigorous academic, financial and social challenges with no less commitment than it has in the past.

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.

In the spring of each year, faculty is asked to volunteer for various committees for the following school year. The Title I/CIP is one of these committees. Parameters are set to include administrators, all Title I teachers, technology coordinator, one faculty representative from each grade level, one faculty representative from resource, one representative from the APT, one representative from parents group and one representative from the community. The parent and community representatives are asked to be a part of the committee in May. Any additional interested parties are welcome to join the committee. Meetings are calendared for the upcoming school year and members are notified via email. Reminders are sent a week prior to each meeting to ensure attendance. Meetings are scheduled after school to accommodate members' schedules. Agendas and signatures sheets are maintained in the school's Title I documentation files.

Title I/CIP Committee

Cathy Loftin Principal

Susan Butts Assistant Principal

Donna Hoomes Assistant Principal

Migda Thomas Title I (Gr. 1)

Stephanie Sims Title I (Gr. 2)

Diane Seamon Technology/Media

Lydia Hindman Kindergarten

Cheryl Cook Grade 1

Jean Davis Grade 2

Jennifer Meador Grade 3

Sophia McDonald Grade 4

Hannah McDonald Grade 5

Nick Edwards APT Representative

Jennifer Kay Parent

Ginger Wimberly Community Representative

For our technology committee, our principal asked for volunteers to sign up to be on the committee for the 2015-2016 school year. Parents and community members that are active at Pine Level Elementary School were asked if they would be a part of our Technology Committee. Mrs. Loftin is on the committee along with our Library/Media Specialist, one person from each grade level, some parents and community members. These individuals are invested in the integration of technology in our school. Meetings are scheduled regularly or as the need arises for input on budgeting, purchases, the technology plan, workshop or training needs, technology needs and other problems or improvements needed. The members of the team collaborate with grade level peers and parent representatives for input and after the meeting, for distributing information.

The technology committee members include:

Cathy Loftin, Principal

Diane Seamon, Library/Media Specialist

Teresa Littlejohn, 5th Grade Teacher
Michele Ingram, 4th Grade Teacher
JoAnna Madison, 3rd Grade Teacher
Deborah Turner, 2nd Grade Teacher
Jessica Shavers, 1st Grade Teacher
Katrina Bennett, Kindergarten Teacher
Shelley Sims, Resource Teacher Representative
Melinda Hollon, Community Member
Rusty Marks, Parent
Christia Blackmon, Parent
Cindy Pezet, Parent

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

In the spring of each year, faculty is asked to volunteer for various committees for the following school year. The Title I/CIP is one of these committees. Parameters are set to include administrators, technology coordinator, all Title I teachers, one faculty representative from each grade level, one faculty representative from resource, one representative from the APT, one representative from parents group and one representative from the community. The parent and community representatives are asked to be a part of the committee in May. This committee is a diversified group and is responsible for any decision-making (program or financial) regarding the Continuous Improvement Plan (CIP) and the distribution of any needed information to their constituency groups. Those attending these meetings are responsible for reviewing data to determine levels of academic achievement and other indicators of success. The committee oversees the identifying of needs, planning, creating, implementing and monitoring of the CIP. The committee participates in an annual evaluation of the CIP that takes place in the spring of each year.

For the Technology Plan, the principal, media specialist and representatives from different grade levels collaborate with grade level members and parents, review survey results, use Educate Alabama data, needs assessment data and make observations. This information is used to give input into the technology needs for our school and for our Technology Plan through meetings and email. Each member is encouraged to give their suggestions and help in the decision making process.

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

The Title I/CIP Committee contributes to the development of the school's Continuous Improvement Plan (CIP). During formal committee meetings, members participate in identifying needs that become the goals of the CIP, revising portions of the plan and approving the plan. Members of the Title I/CIP Committee are continually informed of the progress of the plan. Faculty members discuss the plan informally and formally at faculty and data meetings. Other members of the committee are very involved in school events and are present at the school multiple times during any given week. Frequent conversations occur about the plan, and it is easy to show members the plan in progress and get immediate feedback.

Once the Technology Plan was completed, it was communicated to the entire faculty through email and at a faculty meeting. The progress of achieving goals is shared at faculty meetings throughout the year. The plan is to be uploaded to our website and shared at the next APT

meeting to inform other stakeholders

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		Student Performance Data 2015-2016

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?

English was the highest ranking sub-test in every grade.

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

Spring 2015 ACT Aspire data shows the following positive trends compared to data from Spring 2014 (ROC-Rate of Change in %):

English Grade 4 ROC +8

Grade 5 ROC +3

Math Grade 5 ROC +14

Reading Grade 4 ROC +1

Grade 5 ROC + 5

Which area(s) indicate the overall highest performance?

According to data from ACT Aspire 2015, English was the highest overall scoring sub-test in grades 3-5 with percentages of 72, 78 and 75, respectively.

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

Spring 2015 ACT Aspire data shows a trend toward increasing performance for the following subgroups when compared to data from Spring 2014 (ROC-Rate of Change in %):

Grade 4

English: Female ROC +18 White ROC +9

Math: Black ROC +17

Reading: Female ROC +3 Black ROC +1

Grade 5

English: Male ROC + 7 White ROC + 8

Science: Black ROC +4

Reading: Female ROC + 9 Male ROC + 6 White ROC +15

Math: Female: ROC +10 Male ROC +10 Black ROC +9 White ROC + 18

Between which subgroups is the achievement gap closing?

Spring 2015 ACT Aspire data reveals the achievement gap is closing for the following subgroups by content area:

Grades 3-5:

Math: White and Black/African American

Grade 3:

English: White and Black/African American

Grade 4:

Reading: Male and Female

Math: White and Black/African American

Grade 5:

English: Male and Female

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

Grade 5-The Math sub test on the ACT Aspire showed the greatest Rate of Change (ROC) from Spring 2014 to Spring 2015. Aspire data indicated that in spring 2015, thirty-six percent of fifth graders reached the Readiness Benchmark (ROC of +14%) over the previous year. Performance Series data from spring 2015 also indicated forty-one percent of fifth graders met the Annual Target with a growth of 111 points in the Mean Scaled Score from Fall 2014.

Areas in Need of Improvement

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

According to Spring 2015 ACT Aspire data, Grade 3-5 Writing ranked lowest of all sub-tests with alarming scores of 14 %, 10% and 24%, respectively.

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

Spring 2015 ACT Aspire data shows the following negative trends compared to data from Spring 2014 (ROC-Rate of Change in %):

English: Grade 3: ROC -1

Math: Grade 3: ROC -2
Grade 4: ROC -3

Reading: Grade 3: ROC -1
Grade 4: ROC -1

Science: Grade 3: ROC -1
Grade 4: ROC -2
Grade 5: ROC -2

Writing: Grade 3: ROC -8
Grade 4: ROC -14
Grade 5: ROC -14

Which area(s) indicate the overall lowest performance?

Overall, Writing was the lowest sub-test for Pine Level Elementary. Considerable negative Rate of Change percentages were noted in Grades 3-5 from Spring 2014 to Spring 2015 (-8%, -14% and -14%, respectively).

Although, only a slight negative Rate of Change for Science was noted in Grades 3-5 (-1%, -2% and -2%, respectively), there were no reportable gains for this sub-test over the previous year.

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

Spring 2015 ACT Aspire data shows a trend toward decreasing performance for the following subgroups when compared to data from Spring 2014 (ROC-Rate of Change in %):

Grade 3

English: Female: ROC -10

Math: Male: ROC -8 White: ROC -3

Reading: Male: ROC -1

Science: Male: ROC -5 Black: ROC -6

Writing: Female: ROC -5 Male: ROC -10 Black: ROC -14 White: ROC -3

Grade 4

English: Male: ROC -3 Black: ROC -3

Math: Female: ROC -2 Male: ROC -2 White: ROC -7

Reading: Male: ROC -6 White: ROC -2

Science: Female: ROC -4 Black: ROC -1 White: ROC -2

Writing: Female: ROC -13 Male: ROC -15 Black: ROC -5 White: ROC -15

Grade 5

English: Female: ROC -1 Black: ROC -18

Reading: Black: ROC -6

Science: Female: ROC -4 White: ROC -2

Writing: Female: ROC -13 Male: ROC -17 Black: ROC -37 White: ROC -9

Between which subgroups is the achievement gap becoming greater?

In analyzing ACT Aspire data from Spring 2015, there exists achievement gaps in between the following subgroups and sub-tests:

Grade 3: Writing: Male and Female

Science: White and Black/African American.

Grade 4: English: White and Black/African American

Reading: White and Black/African American

Science: White and Black/African American

Grade 5: English: White and Black/African American

Reading: White and Black/African American

Math: White and Black/African American

Science: white and Black/African American

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

Spring 2015 Performance Series Gains Analysis data reflects comparable scores (less than 15% difference) to the 2015 ACT Aspire for the following:

Performance Series

ACIPPine Level Elementary School

Grade 3 Reading 44%; Math 42%

Grade 4 Reading 47%

Grade 5 Reading 47%; Math 41%

ACT Aspire

Grade 3 Math 56%, Reading 36%

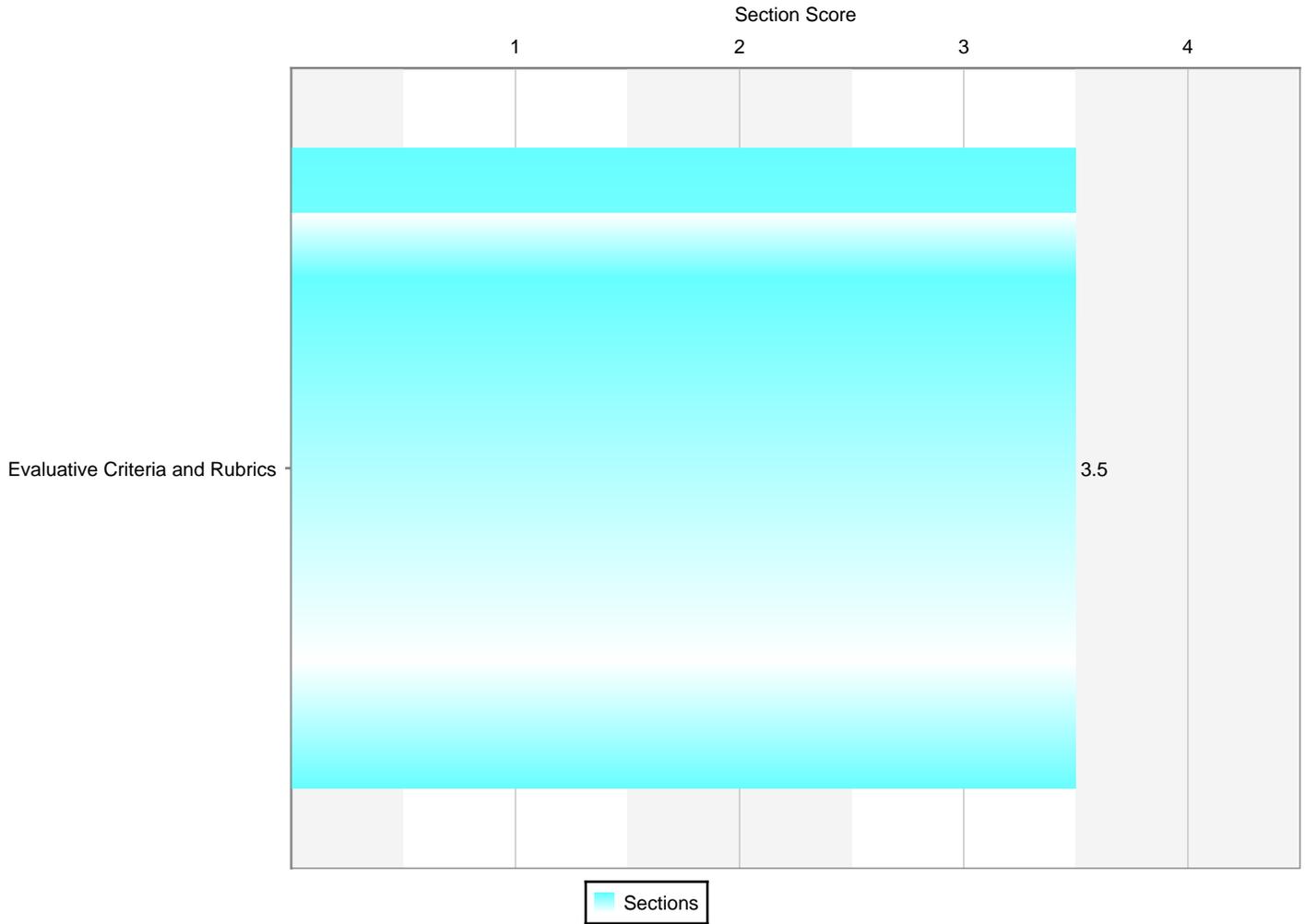
Grade 4 Reading 38%

Grade 5 Math 36%, Reading 39%

This data confirms the Needs Assessment conducted in spring 2014 that both Reading and Math are areas for focus.

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	Committee members met in September to discuss, write, review and revise parts of ACIP.	Assurance 1

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		Assurance Principal Signature

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	All Administrators of Pine Level Elementary School comply with and carry out non-discrimination responsibilities.	Assurance Employees Signatures

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	The Title I/aCIP Committee met on Thursday, April 30, 2015 to carry out a Needs Assessment, evaluate the 2014-2015 aCIP and work on the 2015-2016 Parental Involvement Plan.	Parental Involvement

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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	The Pine Level Elementary School (PLES) Annual Meeting of Title I Parents was held on Tuesday September 8, 2015. The meeting was held in two sessions to accommodate parent schedules. Parents reviewed the School-Home Compact that they signed at the PLES Back-to-School Event.	Compact/Annual Parent Meeting

2015-2016

Overview

Plan Name

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	Engage and Empower the Learner Through Technology	Objectives: 2 Strategies: 4 Activities: 7	Academic	\$0
2	Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000
4	Students will gather evidence from literary and informational texts in order to seek deeper understanding of complex texts.	Objectives: 4 Strategies: 6 Activities: 15	Academic	\$216430
5	Students will demonstrate fluency (speed and accuracy) as they apply math concepts and knowledge.	Objectives: 4 Strategies: 4 Activities: 11	Academic	\$1500
6	Students will gather information from literary and informational texts in order to create constructed responses or make evidence-based arguments in writing.	Objectives: 3 Strategies: 6 Activities: 8	Academic	\$0
7	Maintain School Safety	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
8	Implement Behavior Management	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
9	Promote Attendance	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$500
10	All students will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding technology concepts, and application of software programs and hardware across the curriculum. in Career & Technical by 05/27/2016 as measured by observations by teachers and administrators, lesson plan documentation, implementation of the technology course of study, technology equipment check outs, and computer lab sign up sheets..

Strategy 1:

Digital Resources - A variety of digital resources and equipment, which are appropriate for student use, will be provided to help teachers integrate the effective uses of technology concepts, systems and operations into the curriculum.

Category:

Activity - Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the computer lab at least twice a month to complete activities and assignments.	Technology	09/30/2013	05/27/2016	\$0	No Funding Required	All classroom teachers
Activity - Classroom Computer Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use classroom computers on a daily basis to complete and share activities and assignments in small or large group settings or individually.	Technology	09/16/2013	05/27/2016	\$0	No Funding Required	Classroom Teachers
Activity - Instructional Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology devices and resources for instructional purposes and will teach students how to use computers and other digital tools.	Technology	09/16/2013	05/27/2016	\$0	No Funding Required	Classroom Teachers
Activity - Technology Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students about technology systems and operations as well as technology concepts and terminology. They will supervise students in the proper use of technology devices and resources in the classroom for large or small group use or individually and in the computer labs.	Technology	09/16/2013	05/27/2016	\$0	No Funding Required	Classroom Teachers

Strategy 2:

Professional Development - Teachers will be provided professional development opportunities that include best practices for integrating the effective use of technology into the curriculum.

Category:

Activity - Technology Concept/Operations Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given training and information dealing with teaching the technology course of study, technology concepts, systems and operations to enable them to teach students more effectively. Websites and sources of information will be shared in order to assist teachers in accomplishing this goal.	Professional Learning	10/07/2013	05/27/2016	\$0	No Funding Required	Administrator s, Media Specialist, Lead Teachers, Outside technology leaders

Measurable Objective 2:

90% of Second, Third, Fourth and Fifth grade students will demonstrate a behavior of creative and thinking expertise and effective collaborative communication skills by developing innovative student work products using technology in a variety of learning environments across the curriculum including in Science by 05/27/2016 as measured by project rubrics or assessments.

Strategy 1:

Project Based Learning - 2nd through 5th grade classes will implement project-based learning focusing upon STEM and integration of other subjects.

Category:

Activity - Project Based Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided by qualified trainers to prepare teachers to plan and implement PBL strategies	Professional Learning	10/14/2013	05/27/2016	\$0	No Funding Required	Cathy Loftin and administrative team members.

Strategy 2:

PBL Team Leader Meeting - Teachers will work in groups with PBL leaders to locate and share digital content and resources as well as plan projects.

Category:

Activity - Student PBL Presentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide and grade level sharing of work products completed by students.	Other	09/22/2014	05/27/2016	\$0	No Funding Required	Administrator s and classroom teachers.

Goal 2: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready**Students.**

Measurable Objective 1:

demonstrate a proficiency using technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation by 05/27/2016 as measured by administrative observations and lesson plan documentation.

Strategy 1:

Teacher Professional Development - Professional Development in using technology equipment and resources will be given to all teachers during professional development days and half days and in after school sessions. Teachers will have opportunities and will be encouraged to participate in online training sessions dealing with learning how to be more efficient in using technology equipment and in accessing web based resources to better help students achieve success in meeting the requirements of common core standards.

Category:

Activity - Smart Board Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who have become more proficient in using the Smart Board and Smart Board activities will share their expertise in professional development sessions in order to help all teachers become more proficient in using the Smart Board. This will take place at a monthly technology professional development time after school and may be supplemented as necessary through requests and based on administrator observations.	Professional Learning	09/30/2013	05/27/2016	\$0	No Funding Required	Teachers who have expertise in using the Smart Board and activities related to the Smart Board including Teresa Littlejohn, Emily Gregory, Tracy Edmondson, Joey Robinson and Diane Seamon.

Activity - Technology Resource Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information dealing with using web resources, such as Performance Series, Achievement Series, Accelerated Reader, Discovery Education and Brain Pop, to aid in student learning and remediation will be taught to teachers and administrators onsite during after-school technology learning sessions in the Media Center and/or during school in professional development settings during the day or on District level Professional Development days.	Professional Learning	09/16/2013	05/27/2016	\$0	No Funding Required	Performance Series Trainer Lead Teachers Administrators

Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior in being able to access the network wirelessly throughout the building by 05/29/2015 as measured by teachers being able to access the Internet wirelessly.

Strategy 1:

Install WAP in Ceilings - Managed Wireless Access Points will be installed in the ceilings throughout the building to give all teachers and students equitable wireless access to our network.

Category:

Activity - Install WAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Managed wireless system will be installed in Pine Level Elementary School. Our county technology technicians will install the wireless access points as time permits.	Other	08/05/2013	05/29/2015	\$1000	Title I Part D	Autauga County Technology Department Staff.

Goal 4: Students will gather evidence from literary and informational texts in order to seek deeper understanding of complex texts.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering comprehension questions in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test and Performance Series assessment.

Strategy 1:

Professional Development - Teachers will discuss use of informational text in order to improve standards-based instruction. Teachers will network with educators across district to gain teaching ideas and practices that address the reading goal identified through the PLES Needs Assessment.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

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Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level meetings and monthly data meetings to facilitate professional growth. Teachers will reflect and evaluate instructional practices.	Professional Learning	08/03/2015	05/26/2016	\$0	No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.
Activity - Focus on CCRS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards. Teachers will post standards in classroom and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/12/2015	05/20/2016	\$0	No Funding Required	All certified staff will discuss and post standards for their grade level, department or resource area.
Activity - Administrator Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will attend CLAS Annual Conference. Administrators will select break-out sessions that support understanding of CCRS and reading comprehension-especially informational texts. Administrators will use information gained for instructional leadership. Breakdown of Expenses is as follows: Out-of-County Travel-\$2530.98 Registration-\$800	Professional Learning	06/13/2016	06/15/2016	\$3117	Title II Part A	All Administrators

Strategy 2:

Resources - Title I money will be used to purchase instructional-student classroom supplies. Ancillary materials (i.e. Close Reading with Paired Texts) will be used to support instruction.

Category:

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Pine Level Elementary School

Activity - Close Reading with Paired Texts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Close Reading with Paired Texts along with additional resources will be used to support reading comprehension. Teachers will use this resource to support instruction in critical thinking skills, text complexity, type of text, and text-dependent questions.	Academic Support Program	11/01/2015	05/20/2016	\$880	Title I Part A	All Administrators and teachers
Activity - Parent Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I funds will be used to purchase reading resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$4014	Title I Part A	All Administrators
Activity - Technology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I funds will be used to purchase hardware to support instruction and learning. Computers, document cameras, Chromebooks will be purchased and available for use.	Technology	11/01/2015	05/27/2016	\$7500	Title I Part A	Technology Coordinator and all Administrators

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in identifying literary and informational texts in Reading by 05/20/2016 as measured by teacher observation and anecdotal notes..

Strategy 1:

Text Identification - Students will identify literary and informational texts across content areas within the classroom and school.

Category:

Research Cited: The Critical Role of Text Complexity in Teaching Children to Read by Fountas and Pinnell (July 2014)

Activity - Classroom Libraries	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify both literary and informational texts (excluding textbooks) that are located with the classroom libraries.	Academic Support Program	08/12/2015	05/20/2016	\$0	No Funding Required	Certified staff
Activity - School Library	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will identify literary and informational texts and their locations within the school library.	Academic Support Program	08/31/2015	05/20/2016	\$0	No Funding Required	Faculty and Support Staff
Activity - Informational Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Faculty and Support Staff
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Measurable Objective 3:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/20/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age..

Strategy 1:

Best Practices - Teachers will implement best practices.

Category:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model how to go back and find evidence in the text during Read Alouds.	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	Faculty and Support Staff

Activity - Guided Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assist students in locating evidence from texts through guided instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0	No Funding Required	Faculty and Support Staff

Strategy 2:

Lesson Design - Teachers will design lessons to include discussions in which students must find evidence in the text across content areas. Lesson plans will be uploaded into Google Drive for administrators to verify.

Category:

Activity - Think Aloud	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model Think Alouds as he/she identifies evidence from various texts to answer questions.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Faculty and Support Staff

Activity - Evidence-Based Conversations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with opportunities to participate in evidence-based conversations using a variety of text across content areas.	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	Faculty and Support Staff

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will explicitly teach students to reread and reference other texts to answer questions. Teachers will utilize Close reading strategies.	Academic Support Program	08/17/2015	05/20/2016	\$0	No Funding Required	Certified Staff
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Measurable Objective 4:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in fluency and critical thinking skills in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy 1:

Highly Qualified Teachers - Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows:

Salaries (3.5 teachers): \$139,132.50

Substitute pay:\$1,592.5

Category:

Activity - Hire Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows: Salaries (3.5 teachers): \$139,132.50 Substitute pay:\$1,592.50	Recruitment and Retention	08/03/2015	05/27/2016	\$200919	Title I Part A	Administrators

Goal 5: Students will demonstrate fluency (speed and accuracy) as they apply math concepts and knowledge.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/20/2016 as measured by Pearson Math End of Year test, Mastering Math Facts and Performance Series.

Strategy 1:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and

Steve Fleming (November 2012)

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and discuss CCRS during district and local in-service opportunities as well as grade level meetings..	Academic Support Program	08/03/2015	05/27/2016	\$0	No Funding Required	Teachers

Activity - Grade Level And Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review local curriculum guide-Math Pacing Guide during grade level and monthly data meetings.	Academic Support Program	08/03/2015	05/27/2016	\$0	No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Post Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/03/2015	05/27/2016	\$0	No Funding Required	All certified staff will post standards for their grade level, department or resource area.

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in recognizing academic vocabulary contained in standards and across school environment in Mathematics by 05/20/2016 as measured by Teacher observations, discussions and anecdotal notes.

Strategy 1:

Academic Vocabulary - Faculty and staff will teach academic vocabulary found in standards, in content areas and throughout the school environment.

Category:

Activity - CCRS Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will identify academic vocabulary in the CCRS and assist students in understanding it.	Academic Support Program	08/17/2015	05/20/2016	\$0	No Funding Required	All faculty and support staff
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Activity - Post Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will display academic vocabulary in the classroom and throughout the school environment.	Academic Support Program	08/03/2015	05/20/2016	\$0	No Funding Required	All faculty and support staff

Activity - School Announcements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic vocabulary will be emphasized through school announcements as appropriate.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	All Administrators

Measurable Objective 3:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/27/2016 as measured by Mastering Math Facts program.

Strategy 1:

Mastering Math Facts - Teachers will implement the Mastering Math Facts program each day to build speed and accuracy.

Category:

Activity - Program Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prepare materials and distribute to classes and resupply as needed.	Academic Support Program	08/07/2015	05/20/2016	\$1500	Title I Part A	Title I Teachers

Activity - Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development and support for program implementation.	Professional Learning	08/03/2015	05/26/2016	\$0	No Funding Required	Title I Teachers

Activity - Designated Instructional time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will designate thirty minutes (once routine is established) of instructional time to implement intervention and enrichment daily.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Teachers

Activity - Parent Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title I funds will be used to purchase math resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$0	Title I Part A	All Administrators
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Measurable Objective 4:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in applying knowledge, concepts and skills in Mathematics by 05/20/2016 as measured by Performance Coach, Pearson Math End-of-Year test, Performance Series.

Strategy 1:

Application of knowledge - Teachers will utilize supplemental resources, i.e. Performance Coach (grades 3-5), DOK Notebook, Smart Lessons, etc. to provide instruction and practice for math concepts and skills.

Category:

Research Cited: Research Matters / Teach Mathematics Right the First Time by Steve Leinwand and Steve Fleischman (September 2004)

Activity - Utilize Math Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use supplemental resources for whole group and small group instruction. Performance Coach, Achievement Series, Smart Lessons and additional resources will be incorporated into instruction to allow students to apply math knowledge, concepts and skills.	Direct Instruction	08/17/2015	05/27/2016	\$0	Title I Part A	All Administrators and teachers

Goal 6: Students will gather information from literary and informational texts in order to create constructed responses or make evidence-based arguments in writing.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in understanding standards that require constructed responses based on evidence from the text in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy 1:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will review and discuss CCRS during district and local in-service opportunities	Professional Learning	08/03/2015	05/26/2016	\$0	No Funding Required	Certified personnel and support staff
Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level and data meetings.	Professional Learning	08/03/2015	05/26/2016	\$0	No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Strategy 2:

Post Standards - Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards and what is being expected of students.

Category:

Activity - Analyze Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them.	Academic Support Program	08/17/2015	05/20/2016	\$0	No Funding Required	Administrators and Teachers

Measurable Objective 2:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in responding to journal prompts in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Teacher-made Assessments as appropriate for age, and District-wide Wide Formative Writing Assessments..

Strategy 1:

Journals - Teachers will implement use of journals across content areas.

Category:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will model journal writing in whole group and small group instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0	No Funding Required	Teachers

Strategy 2:

Content Area Journals - Teachers will implement use of journals across content areas. Teachers will conference with students to provide explicit feedback.

Category:

Activity - Journal Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement use of journals across content areas in order to strengthen writing proficiency.	Academic Support Program	08/17/2015	05/20/2016	\$0	No Funding Required	Teachers

Measurable Objective 3:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in analyzing literary and informational mentor texts and respond in Writing by 05/20/2016 as measured by Scott Foresman End-of Year Test and Teacher-made Assessments as appropriate for age.

Strategy 1:

Analyze text - Teacher and students will analyze a variety of mentor texts during whole and small instruction.

Category:

Activity - Mentor Texts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will analyze mentor texts and examine vocabulary and word usage, sentence formation, mechanics as is appropriate for grade level. Rubrics will be utilized as appropriate.	Academic Support Program	08/17/2015	05/20/2016	\$0	No Funding Required	Teachers

Strategy 2:

Text-based Evidence - Teachers will design activities that require use of evidence from texts. Students will work cooperatively to identify evidence from text and discuss. Students will construct written responses that require evidence from text.

Category:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will model locating and using evidence from text to answer questions or respond to prompts.	Academic Support Program	08/17/2015	05/20/2016	\$0	No Funding Required	Teachers

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in cooperative assignments that require them to locate evidence from a variety of texts.	Academic Support Program	08/17/2015	05/20/2016	\$0	No Funding Required	Teachers

Goal 7: Maintain School Safety

Measurable Objective 1:

collaborate to address improving school safety by 05/27/2016 as measured by faculty review of safety procedures.

Strategy 1:

Implement Safety Plan - All faculty and staff will review safety plans and procedures on a regular basis. Faculty and staff will participate in discussions regarding school safety.

Category:

Activity - Operational Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement before and after school duty rosters to ensure student supervision. Monitor security cameras to ensure building security. Keep all exterior doors locked (except for gym). Use buzz-in system with camera at front door of school to monitor access into building. Faculty and staff will follow enrollment, check-out and car rider procedures. Provide picture identification for all staff. Require visitor sign-in and visitor sticker to gain access to building.	Policy and Process	08/12/2015	05/27/2016	\$0	No Funding Required	All faculty and staff

Strategy 2:

Safety Plans - Faculty and staff will implement safety procedures to include practicing emergency drills. In-service opportunities regarding school safety will be scheduled throughout year.

Category:

Activity - Safety Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Post emergency maps/routes in all locations where students are housed. Practice emergency drills throughout the year. Monitor safety procedures for effectiveness.	Policy and Process	08/03/2015	05/27/2016	\$0	No Funding Required	All faculty and staff

Goal 8: Implement Behavior Management

Measurable Objective 1:

collaborate to implement school-wide behavior management procedures by 05/27/2016 as measured by number of office referrals received .

Strategy 1:

Implement Positive Behavior Support - All faculty and staff will implement positive behavior management techniques. High expectations for good behavior will be established and communicated. Teachers will establish classroom discipline plans. The Positive Behavior Support (PBS) and Discipline Committees will meet to discuss and analyze program effectiveness. Implement CARE CLUB before school for students.

Category:

Activity - School-wide Behavior Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development in classroom management throughout the year (in data meetings or after school as scheduled). Provide Project Wisdom/character education information daily through morning announcements. Students will participate in announcements and restate the main idea of the Project Wisdom topic as a Thought for the Day. Post and implement classroom discipline procedures. Maintain use of Parent Contact Log. Utilize Student Behavior Report (SBR) as needed. Post and implement CLAW principles: C-Come prepared; L-Listen and learn; A-Act respectfully; W-Work hard throughout school environment. All students will recite CLAW as part of morning announcements. Implement CARE CLUB before school for selected students.	Behavioral Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	All faculty and staff

Strategy 2:

Partnering Adults with Students - Partnering Adults with Students (PAWS) will occur monthly (first Friday of each month from 2:00-2:30 p.m.) Students in grades 1-2 will meet with their homeroom teacher. Students in grades 3-5 will be divided and assigned to faculty members that serve those grades. Students will learn about the Seven Habits of Happy Kids (based on 7 Habits of Highly Effective People) and other character building traits.

Category:

Activity - PAWS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with their assigned PAWS groups once each month.	Behavioral Support Program	10/02/2015	05/06/2016	\$0	No Funding Required	All Administrator s and teachers

Goal 9: Promote Attendance**Measurable Objective 1:**

collaborate to address student attendance by 05/27/2016 as measured by number of student absences .

Strategy 1:

Maintain and communicate student attendance - Faculty and staff will utilize INOW to maintain attendance records. INOW automated system will contact parents daily regarding student absences. Administrators will contact parents regarding student attendance. The importance of attendance is discussed at all parent gatherings. A district liaison will meet with parents whose students have attendance issues. PBS and Discipline Committees will meet to generate ideas to promote and reward attendance.

Category:

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 2006)

Activity - Maintain Attendance Records	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will record attendance in INOW. All notes for student absences will be sent to office, logged as excused or unexcused by data entry personnel and kept on file. Families will be notified regarding student attendance via automated system, administrators and counselors.	Policy and Process	08/12/2015	05/27/2016	\$0	No Funding Required	Homeroom teachers, office staff, counselors and administrators

Strategy 2:

Achieving Excellence in Attendance - School staff will team up with parents to acknowledge and reward attendance. Bulletin board displays, special activities and treats will be utilized as students are recognized for good attendance.

Category:

Activity - September-A+/100% Attendance Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
September is designated as A+/100% Attendance Month. Classes and students are recognized for perfect attendance. Parent volunteers distribute treats, no homework passes and other items to reward students during the month. At the end of September, the school hosts a fun day to acknowledge good attendance. Faculty and staff prepare numerous activities and parents send in treats. P.E. teachers host a Jam Session (Wii dance) in the gym during each grade's physical education block or at a designated date and time.	Policy and Process	08/12/2015	09/30/2015	\$0	No Funding Required	All faculty and staff as appropriate

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month, faculty and parents collaborate to motivate and recognize student attendance. At the end of the month, special recognition is made through an activity or treats. Most activities/treats correspond with seasonal activities already in place at school.	Policy and Process	08/12/2015	05/27/2016	\$500	Other	Faculty and staff as appropriate

Goal 10: All students will become proficient writers.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in meeting or exceeding grade level standards in Writing by 05/20/2016 as measured by a rubric aligned to College and Career Ready Standards.

Strategy 1:

Writing Across the Curriculum - Autauga County Schools will implement an integrated continuum of writing in grades K-12. The implementation of this strategy will be a two pronged process, involving both students and teachers. Teachers will participate in ongoing professional development related to writing across the curriculum, depth-of-knowledge levels, and the effective use of rubrics to assess student writing. All elementary teachers have been provided with copies of the 6-1 Traits of Writing book. Secondary teachers will utilize materials from ACT and Webb's Depth of Knowledge research. Writing prompts specific for each grade level will be distributed to all students four times throughout the school year. Daily instruction in writing will be provided across all content areas. Such instruction will focus on the conventions of grammar, syntax, word usage, mechanics, style and tone. Students will be expected to become competent writers within the modes of Persuasive/Argumentative, Analytical Expository, and Reflective Narrative Writing. Data collected from writing prompts at the beginning of the school year (baseline data) will be compared to data collected from writing prompts at the end of the school year.

Category:

Research Cited: 6+1 Traits of Writing: The Complete Guide Grades 3 and Up by Ruth Culham

6+1 Traits of Writing: The Complete Guide for the Primary Grades by Ruth Culham

Depth of Knowledge Levels for Four Content Areas by Norman Webb

Activity - Writing PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing PD on writing instruction and on the use of rubrics in assessing student writing	Professional Learning	08/06/2015	05/20/2016	\$0	No Funding Required	LEA staff and funds

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Incentives	Each month, faculty and parents collaborate to motivate and recognize student attendance. At the end of the month, special recognition is made through an activity or treats. Most activities/treats correspond with seasonal activities already in place at school.	Policy and Process	08/12/2015	05/27/2016	\$500	Faculty and staff as appropriate
Total					\$500	

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Install WAP	A Managed wireless system will be installed in Pine Level Elementary School. Our county technology technicians will install the wireless access points as time permits.	Other	08/05/2013	05/29/2015	\$1000	Autauga County Technology Department Staff.
Total					\$1000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Administrator Training	Administrators will attend CLAS Annual Conference. Administrators will select break-out sessions that support understanding of CCRS and reading comprehension- especially informational texts. Administrators will use information gained for instructional leadership. Breakdown of Expenses is as follows: Out-of-County Travel-\$2530.98 Registration-\$800	Professional Learning	06/13/2016	06/15/2016	\$3117	All Administrators
Total					\$3117	

No Funding Required

ACIP

Pine Level Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided Instruction	Teachers will assist students in locating evidence from texts through guided instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0	Faculty and Support Staff
School Announcements	Academic vocabulary will be emphasized through school announcements as appropriate.	Academic Support Program	08/12/2015	05/27/2016	\$0	All Administrators
Grade Level and Data Meetings	Review local curriculum guide-Elementary Programs Guide (EPG) during grade level meetings and monthly data meetings to facilitate professional growth. Teachers will reflect and evaluate instructional practices.	Professional Learning	08/03/2015	05/26/2016	\$0	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.
Teacher Modeling	Teachers will model how to go back and find evidence in the text during Read Alouds.	Academic Support Program	08/17/2015	05/27/2016	\$0	Faculty and Support Staff
Technology Instruction	Teachers will teach students about technology systems and operations as well as technology concepts and terminology. They will supervise students in the proper use of technology devices and resources in the classroom for large or small group use or individually and in the computer labs.	Technology	09/16/2013	05/27/2016	\$0	Classroom Teachers
Classroom Libraries	Teachers will identify both literary and informational texts (excluding textbooks) that are located with the classroom libraries.	Academic Support Program	08/12/2015	05/20/2016	\$0	Certified staff
Explicit Instruction	Teachers will explicitly teach students to reread and reference other texts to answer questions. Teachers will utilize Close reading strategies.	Academic Support Program	08/17/2015	05/20/2016	\$0	Certified Staff
Post Academic Vocabulary	Faculty will display academic vocabulary in the classroom and throughout the school environment.	Academic Support Program	08/03/2015	05/20/2016	\$0	All faculty and support staff
Journal Writing	Teachers will implement use of journals across content areas in order to strengthen writing proficiency.	Academic Support Program	08/17/2015	05/20/2016	\$0	Teachers
Designated Instructional time	Teacher will designate thirty minutes (once routine is established) of instructional time to implement intervention and enrichment daily.	Academic Support Program	08/31/2015	05/27/2016	\$0	Teachers
Safety Procedures	Post emergency maps/routes in all locations where students are housed. Practice emergency drills throughout the year. Monitor safety procedures for effectiveness.	Policy and Process	08/03/2015	05/27/2016	\$0	All faculty and staff

ACIP

Pine Level Elementary School

Smart Board Training	Teachers who have become more proficient in using the Smart Board and Smart Board activities will share their expertise in professional development sessions in order to help all teachers become more proficient in using the Smart Board. This will take place at a monthly technology professional development time after school and may be supplemented as necessary through requests and based on administrator observations.	Professional Learning	09/30/2013	05/27/2016	\$0	Teachers who have expertise in using the Smart Board and activities related to the Smart Board including Teresa Littlejohn, Emily Gregory, Tracy Edmondson, Joey Robinson and Diane Seamon.
Cooperative Learning	Students will participate in cooperative assignments that require them to locate evidence from a variety of texts.	Academic Support Program	08/17/2015	05/20/2016	\$0	Teachers
Writing PD	Ongoing PD on writing instruction and on the use of rubrics in assessing student writing	Professional Learning	08/06/2015	05/20/2016	\$0	LEA staff and funds
Grade Level And Data Meetings	Review local curriculum guide-Math Pacing Guide during grade level and monthly data meetings.	Academic Support Program	08/03/2015	05/27/2016	\$0	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.
Classroom Computer Use	Students will use classroom computers on a daily basis to complete and share activities and assignments in small or large group settings or individually.	Technology	09/16/2013	05/27/2016	\$0	Classroom Teachers
Evidence-Based Conversations	Teachers will provide students with opportunities to participate in evidence-based conversations using a variety of text across content areas.	Academic Support Program	08/17/2015	05/27/2016	\$0	Faculty and Support Staff
Informational Text	Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/12/2015	05/27/2016	\$0	Faculty and Support Staff

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Pine Level Elementary School

September-A+/100% Attendance Month	September is designated as A+/100% Attendance Month. Classes and students are recognized for perfect attendance. Parent volunteers distribute treats, no homework passes and other items to reward students during the month. At the end of September, the school hosts a fun day to acknowledge good attendance. Faculty and staff prepare numerous activities and parents send in treats. P.E. teachers host a Jam Session (Wii dance) in the gym during each grade's physical education block or at a designated date and time.	Policy and Process	08/12/2015	09/30/2015	\$0	All faculty and staff as appropriate
Technology Resource Training	Information dealing with using web resources, such as Performance Series, Achievement Series, Accelerated Reader, Discovery Education and Brain Pop, to aid in student learning and remediation will be taught to teachers and administrators onsite during after-school technology learning sessions in the Media Center and/or during school in professional development settings during the day or on District level Professional Development days.	Professional Learning	09/16/2013	05/27/2016	\$0	Performance Series Trainer Lead Teachers Administrators
Teacher Modeling	Teacher will model locating and using evidence from text to answer questions or respond to prompts.	Academic Support Program	08/17/2015	05/20/2016	\$0	Teachers
Operational Procedures	Implement before and after school duty rosters to ensure student supervision. Monitor security cameras to ensure building security. Keep all exterior doors locked (except for gym). Use buzz-in system with camera at front door of school to monitor access into building. Faculty and staff will follow enrollment, check-out and car rider procedures. Provide picture identification for all staff. Require visitor sign-in and visitor sticker to gain access to building.	Policy and Process	08/12/2015	05/27/2016	\$0	All faculty and staff
Project Based Teacher Training	Professional development will be provided by qualified trainers to prepare teachers to plan and implement PBL strategies	Professional Learning	10/14/2013	05/27/2016	\$0	Cathy Loftin and administrative team members.
PAWS	Teachers will meet with their assigned PAWS groups once each month.	Behavioral Support Program	10/02/2015	05/06/2016	\$0	All Administrators and teachers
Student PBL Presentation	School-wide and grade level sharing of work products completed by students.	Other	09/22/2014	05/27/2016	\$0	Administrators and classroom teachers.
Post Standards	Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/03/2015	05/27/2016	\$0	All certified staff will post standards for their grade level, department or resource area.

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Teacher In-service	All teachers will review and discuss CCRS during district and local in-service opportunities	Professional Learning	08/03/2015	05/26/2016	\$0	Certified personnel and support staff
School-wide Behavior Management	Provide professional development in classroom management throughout the year (in data meetings or after school as scheduled). Provide Project Wisdom/character education information daily through morning announcements. Students will participate in announcements and restate the main idea of the Project Wisdom topic as a Thought for the Day. Post and implement classroom discipline procedures. Maintain use of Parent Contact Log. Utilize Student Behavior Report (SBR) as needed. Post and implement CLAW principles: C-Come prepared; L-Listen and learn; A-Act respectfully; W-Work hard throughout school environment. All students will recite CLAW as part of morning announcements. Implement CARE CLUB before school for selected students.	Behavioral Support Program	08/12/2015	05/27/2016	\$0	All faculty and staff
Teacher In-service	Review and discuss CCRS during district and local in-service opportunities as well as grade level meetings..	Academic Support Program	08/03/2015	05/27/2016	\$0	Teachers
Teacher Support	Provide professional development and support for program implementation.	Professional Learning	08/03/2015	05/26/2016	\$0	Title I Teachers
Technology Concept/Operations Training	Teachers will be given training and information dealing with teaching the technology course of study, technology concepts, systems and operations to enable them to teach students more effectively. Websites and sources of information will be shared in order to assist teachers in accomplishing this goal.	Professional Learning	10/07/2013	05/27/2016	\$0	Administrators, Media Specialist, Lead Teachers, Outside technology leaders
Think Aloud	Teachers will model Think Alouds as he/she identifies evidence from various texts to answer questions.	Academic Support Program	08/12/2015	05/27/2016	\$0	Faculty and Support Staff
Mentor Texts	Teachers and students will analyze mentor texts and examine vocabulary and word usage, sentence formation, mechanics as is appropriate for grade level. Rubrics will be utilized as appropriate.	Academic Support Program	08/17/2015	05/20/2016	\$0	Teachers
Maintain Attendance Records	Teachers will record attendance in INOW. All notes for student absences will be sent to office, logged as excused or unexcused by data entry personnel and kept on file. Families will be notified regarding student attendance via automated system, administrators and counselors.	Policy and Process	08/12/2015	05/27/2016	\$0	Homeroom teachers, office staff, counselors and administrators

ACIP

Pine Level Elementary School

Focus on CCRS	Teachers will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards. Teachers will post standards in classroom and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/12/2015	05/20/2016	\$0	All certified staff will discuss and post standards for their grade level, department or resource area.
Instructional Technology	Teachers will use technology devices and resources for instructional purposes and will teach students how to use computers and other digital tools.	Technology	09/16/2013	05/27/2016	\$0	Classroom Teachers
Analyze Standards	Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them.	Academic Support Program	08/17/2015	05/20/2016	\$0	Administrators and Teachers
Teacher Modeling	Teacher will model journal writing in whole group and small group instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0	Teachers
Grade Level and Data Meetings	Review local curriculum guide-Elementary Programs Guide (EPG) during grade level and data meetings.	Professional Learning	08/03/2015	05/26/2016	\$0	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.
School Library	Students will identify literary and informational texts and their locations within the school library.	Academic Support Program	08/31/2015	05/20/2016	\$0	Faculty and Support Staff
Computer Lab	Students will use the computer lab at least twice a month to complete activities and assignments.	Technology	09/30/2013	05/27/2016	\$0	All classroom teachers
CCRS Vocabulary	Teachers will identify academic vocabulary in the CCRS and assist students in understanding it.	Academic Support Program	08/17/2015	05/20/2016	\$0	All faculty and support staff
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Pine Level Elementary School

Program Preparation	Prepare materials and distribute to classes and resupply as needed.	Academic Support Program	08/07/2015	05/20/2016	\$1500	Title I Teachers
Parent Resources	Title I funds will be used to purchase reading resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$4014	All Administrators
Technology Resources	Title I funds will be used to purchase hardware to support instruction and learning. Computers, document cameras, Chromebooks will be purchased and available for use.	Technology	11/01/2015	05/27/2016	\$7500	Technology Coordinator and all Administrators
Close Reading with Paired Texts	Close Reading with Paired Texts along with additional resources will be used to support reading comprehension. Teachers will use this resource to support instruction in critical thinking skills, text complexity, type of text, and text-dependent questions.	Academic Support Program	11/01/2015	05/20/2016	\$880	All Administrators and teachers
Parent Resources	Title I funds will be used to purchase math resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$0	All Administrators
Utilize Math Resources	Teachers will use supplemental resources for whole group and small group instruction. Performance Coach, Achievement Series, Smart Lessons and additional resources will be incorporated into instruction to allow students to apply math knowledge, concepts and skills.	Direct Instruction	08/17/2015	05/27/2016	\$0	All Administrators and teachers
Hire Highly Qualified Teachers	Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows: Salaries (3.5 teachers): \$139,132.50 Substitute pay:\$1,592.50	Recruitment and Retention	08/03/2015	05/27/2016	\$200919	Administrators
Total					\$214813	

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	Documents uploaded include: Pine Level Elementary School Parent Involvement Plan Annual Evaluation of the Content and Effectiveness Continuous Improvement Plan Evaluation for Students (created by principal)	Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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?

Faculty Input

Evaluation results and comments indicate the highest levels of satisfaction center around school climate (both culturally and academically) and involvement. Administration and staff continuously set high expectations for academic achievement and positive behavior. The staff strives to connect with parents in order to build strong school-home relationships. The school is a clean, well-kept facility that is warm and inviting. A brief synopsis of evaluation results is listed below.

Staff evaluation results indicate that the overall purpose and direction of the school is clearly and consistently communicated and implemented through continuous improvement-focusing on student success. Teacher responses are grouped by grade level and separated by semicolons.

Faculty responded to the following questions:

1. What were our student achievement goals this year?

Responses: Vocabulary and writing: evidence from text to gain deeper understanding, math fluency, use of text to gather evidence to write opinions; CIP goals-reading, math and writing, info-based text, using text evidence to understand complex texts, fluency in application of math concepts, respond to mentor texts in writing, understand texts by gathering evidence, demonstrate fluency in applying math concepts, create well-constructed responses in writing

2. How did we work as partners with parents in meeting those goals?

Responses: Parents saw work and scores as well as practice materials; sent home weekly reminders; parent resources, newsletters, parent workshops, hired teacher (HQ) with title I funds, websites with curriculum info, Title I meetings, Home-School Compacts; APT meetings, homework help sessions, Remind 101, Parent Days, webpages, Tuesday folders with letters, graded work, newsletters, conferences, homework; parent resources in Family Resource Center, supply links on school website to help parents work their children, orientations and parent workshops; parent resource center, title I parent meetings, parent workshops

3. How are we ensuring the distribution of our LEA and school parent involvement plans to all Title I parents?

Responses: Send home information via Tuesday folders; APT meetings, sending home notices, counselor notices, weekly newsletters, website, Title I meetings; sent home at the beginning of year, Title I Annual meetings; we are Title I school so parents are ensure to receive information.

Parent Input

Parent evaluation results indicate that the overall purpose and direction of the school is clearly and consistently communicated and implemented through continuous improvement-focusing on student success. Parent responses are separated by semicolons.

Parents responded to the following questions:

1. What were our student achievement goals this year?

Responses: Improve writing skills; improve reading skills; help strugglers get caught up; learn to achieve academic and social success; vocabulary; math; do the best they can do; make better grades; work on vocabulary and test scores to improve; good citizens

2. How did we work as partners with parents in meeting those goals?

Responses: Weekly newsletters; everyone worked together to help students improve; letters sent home weekly; parents are were kept informed and involved; teachers were accessible and helpful in updating me about my daughter's progress; lower grades teachers effectively communicated goals and helped parents to work at home; parents were kept informed of everything going on throughout the year; sent study
SY 2015-2016

guides home; felt very informed with plenty of opportunities to help; teachers and everyone helped my daughter get caught up

3. How are we ensuring the distribution of our LEA and school parent involvement plans to all Title I parents?

Responses: Tuesday folders; webpage; monthly newsletter; meetings and information sent home

Student Input

Student evaluation results indicate that the overall purpose and direction of the school is clearly and consistently communicated and implemented through continuous improvement-focusing on student success. Student responses are separated by semicolons.

On April 28, 2015, Principal Cathy Loftin met with representatives from student body and facilitated an evaluation of the Continuous Improvement Plan (CIP)

1. Students were asked to examine our Vision and Mission statements and to make suggestions of change if desired.

Responses: add respectful; add We always achieve excellence; add responsible and productive citizens

2. Students were asked to review our academic goals and make suggestions of changes to those goals if desired.

Responses: add have more time to read and study and write; writing 20 minutes in the morning; writing-free time to improve their writing skills; write 30 minutes in the morning; more time to read; more time to read and write; read essays; have time right after announcements for math; after announcements have 30 minutes to read; 20 minutes to do math, reading or writing in the morning; silent reading session-and math and writing

2. List some Notable Achievements of our school.

Responses: Free Break Friday; having three teachers; hat days; recess; Relay for Life event; participating in community projects; participating in the community; Free Break Friday, Pre-K classes; Relay for Life; PAWS; 21 CCLC; good teachers; teachers are so good at teaching reading, math and writing; Math; reading; letting us write; letting kids play out on Fridays at free break; letting kids watch movies some times; PAWS and 21 CCLC, YMCA; PAWS; Relay for Life

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

The combined areas showing a trend for increasing stakeholder satisfaction and approval focus on the expectation of parental involvement.

The following areas are listed by respondent group and all reveal the common thread of student success;

Faculty Input

Administration and staff believe that parental involvement has shown an upward, positive trend in recent years. We are committed to removing barriers that limit parent participation. We recognize that parents desire to take an active role in their children's educational process, and we are dedicated to helping them realize this desire.

Faculty responses are separated by semicolons.

Based on these evaluation findings, what changes do you think should be made to our parental involvement plan for next year?

Responses: Keep trying to get parents here-release some of the responsibility to them, have one parent per class that APT contacts to arrange duty-free lunches, food for luncheons, etc.; just need to encourage parents more to get them here; report card conference day; perhaps recognize our volunteers during the year instead of just at the end, plan more training sessions; host a night event that could include family reading or math night followed by a movie

Parent Input

Parents also believe that parental involvement has shown an upward, positive trend in recent years. They are committed to working together to continue this positive trend. Parents are dedicated to changing and growing in order to be more involved.

Parent responses are separated by semicolons.

Based on these evaluation findings, what changes do you think should be made to our parental involvement plan for next year?

Responses: More flexibility on times to meet the teacher; more parent input; maybe have a parent night in which child care is provided and a meal (pizza) is provided to try and get parents that aren't involved a chance to hear options for volunteering; guide us how to help our kids more

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

Using Results for Continuous Improvement are consistent with other feedback from each respondent group.

Stakeholders have provided positive feedback through oral commendations, letters, and electronic communication with faculty and staff. Many families have enrolled in Pine Level Elementary School (PLES) and reported the positive reputation the school has in the community and region. Stakeholders have expressed their understanding of the school's purpose and are pleased with the teaching and learning at PLES. Families are appreciative of the support materials made available to them through the PLES Family Resource Center.

Areas in Need of Improvement

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

Implications from these findings reveal all respondent groups desire to be more involved across every spectrum of school life- i.e. attendance at school activities and functions, instructional practices, decision-making and connections with community agencies.

In the Spring of 2015, Pine Level Elementary School conducted its Parent Involvement Plan Annual Evaluation of the Content and Effectiveness.

Evaluation results and comments indicate the lowest levels of satisfaction center around parent involvement. Administration and faculty strive to connect with parents in order to build strong school-home relationships, yet, this is still an area for focus and growth. A brief synopsis of evaluation results is listed below.

Faculty Input

Faculty responses are grouped by grade level and separated by semicolons.

1.How can we improve with actively involving parents in the activities of our school?

Responses: Newsletters, parents nights, volunteers; send out reminders more frequently, more invitations to classroom presentations early in the year, workshops offered every nine weeks; provide more opportunities; somehow hold parents accountable for something; more training workshops during the day and after school (maybe offer pizza or Subway tray supper)

2.How can we improve on training that is offered to parents? To help you (parents) work with your (parent) child at home? To help you (parent) to be active partners in our school decision-making?

Responses: Counseling offered to parents, parent classes, have a "come play with me" night; encourage more attendance for Parent Days- maybe give more incentives; workshops offered every nine weeks, ask them what they need (surveys); offer homework help session earlier in the year; offer more parent workshops/sessions after school hours; continue to encourage them to check out our resources from the family resource center, schedule more training workshops

3. How can we improve on training that we off school staff/teachers to help them work more effectively with parents?

Responses: More in-depth training through-out; mandatory weekly newsletters-specific; in-service, pre-made forms; use some in-service time to offer advice on how to better work with parents-example: hoe to conduct parent/teacher conference, let some teachers lead parent night training events

Parent Input

Parent responses are separated by semicolons.

1.How can we improve with actively involving parents in the activities of our school?

Responses: Hold open house in evening-variety of times; more handouts or more info posted online; communicate-4th & 5th grades; teachers getting involved more with students who are making A's and nor failing; helping students who are in the middle; more activities at night for working parents

2.How can we improve on training that is offered to parents? To help you (parents) work with your (parent) child at home? To help you (parent) to be active partners in our school decision-making?

Responses: Links on website; work sessions on math; I think there are a lot of opportunities to be active in school; communicate as student struggle esp. in math/reading; I personally need hands-on, hard copies of materials to help my student; more meetings for math; home assignments and online info to reinforce the skills are helpful

3. How can we improve on training that we off school staff/teachers to help them work more effectively with parents?

Responses: Office staff is sometimes unfriendly; keep webpages updated; open availability for working parents; more meetings

Student Input

On April 28, 2015, Principal Cathy Loftin met with representatives from student body and facilitated an evaluation of the Continuous Improvement Plan (CIP)

Student evaluation results indicate that the overall purpose and direction of the school is clearly and consistently communicated and implemented through continuous improvement-focusing on student success.

Students were asked to consider areas for growth for Pine Level Elementary School.

Note: None of the student responses indicated dissatisfaction with their teachers, staff or their learning. All responses referenced climate, more enrichment opportunities and facility upgrades.

Student responses are separated by semicolons.

List Areas of Improvement

Responses: playground upgraded; see kids having an awesome time even more than before; see the school do better than any other time; no bullying ever; want to see a more confident school; newer playgrounds; electives; more "electronical" teaching; bigger school; more music classes; more electronic teaching; more food for upper grades, taco Monday and Friday; newer playground; more art; let students run for class president; school sports; cinnamon rolls for breakfast every day; letting kids play whatever they want; like to see kids drawing more in the mornings; musical station instruments; electives

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

The combined areas showing a trend for decreasing stakeholder satisfaction and approval focus on involvement (even though all stakeholder groups feel parent/student involvement has grown in recent years):

Staff desire that all teachers engage in all areas of instructional practices that promote student involvement in their own learning;

Parents desire to be more involved in decision-making and in knowledge of school programs and community connections;

Students desire to be more involved by being able to express their opinions about their learning and in their families being more aware of school activities in which they can participate.

What are the implications for these stakeholder perceptions?

Stakeholders' perceptions about being involved in every aspect of school life have presented Pine Level Elementary School (PLES) with opportunities for growth. Clearly, stakeholders feel that PLES needs to promote opportunities for all respondent groups to be involved to greater degrees in their identified areas for improvement. PLES administrators will share these findings with faculty and staff for discussion and self-reflection. After honest discussion, PLES will address the statements listed under Areas in Need of Improvement. Although action

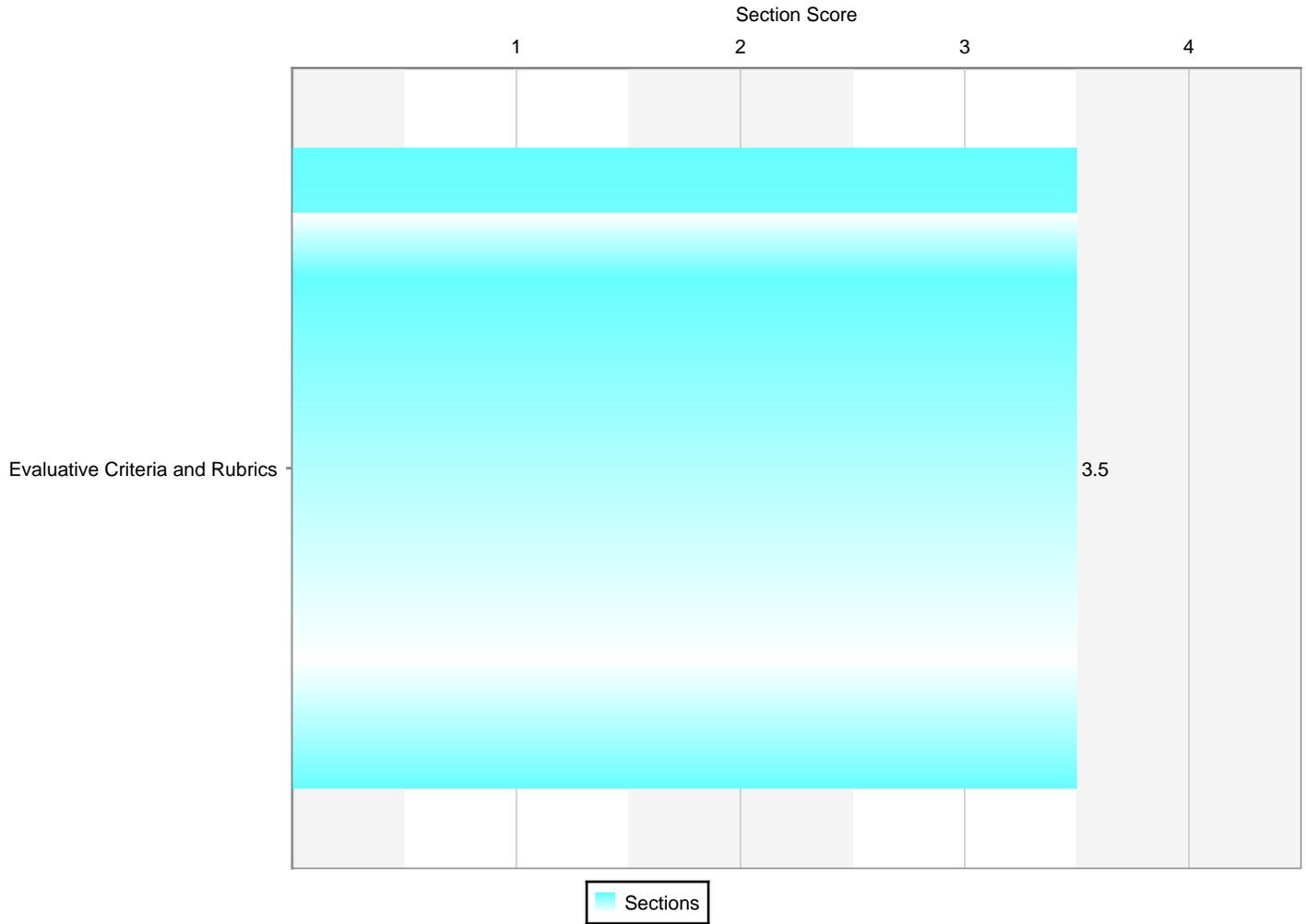
plans will be developed following faculty discussions, immediate action can be taken to ensure stakeholders are aware of our desire to create stronger school home connections.

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

Stakeholders have provided positive feedback through oral suggestions, letters, and electronic correspondence to faculty and staff. Feedback shows a desire regarding greater stakeholder involvement. This same finding has been a theme at school functions as well. Parents truly want to be involved and just need guidance in how to do so.

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?

In the Spring of 2015, teachers, students and parents of Pine Level Elementary School (PLES) were asked to consider areas of need to address during the 2015-2016 school year. On April 28, students in grades 3-5 met with the principal to discuss academic strengths and weaknesses. Students were asked to share candidly regarding their perception of the school's strengths and weaknesses. Students identified reading, math and writing as areas of focus. Students enjoyed the PBS incentives provided throughout the year but wanted an increase in the rewards. Behavior of some peers posed concern to students. Students were given a CIP Evaluation form to complete. The Title I Committee, comprised of administrators, teachers, parents and community representatives met on April 30, 2015 to evaluate the 2014-2015 aCIP and to identify needs for the upcoming school year. Faculty and staff met on May 4, 2015 to complete a Needs Assessment survey identifying academic and professional needs to be addressed during the 2015-2016 school year.

Throughout the 2014-2015 school year, faculty and staff met monthly (data meetings, faculty meetings and in-service sessions) to discuss, by name, students who were and were not meeting proficiency levels and to identify barriers to success that existed at PLES. Attendance and behavior were also addressed at these meetings. Data gathered from INOW, Scott Foresman Reading, Pearson Math, Performance Series Assessments, DIBELS and teacher-made evaluations provided evidence to support the identified areas of strengths and weaknesses. Administrators led data meetings in which assessment scores were analyzed. Instructional changes were made as a result of this analysis. During August-September 2015, data from Performance Series, Scott Foresman Reading, EnVision Math, DIBELS, ACCESS and ACT ASPIRE have been analyzed. Data for student groups performing at or above proficiency have been evaluated and strengths noted. Data for subgroups that performed poorly have been evaluated and discussed so that teachers, administrators and support staff can conduct strategic planning to improve the achievement of each group.

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

Multiple strands of data are analyzed to identify school-wide strengths and weaknesses and plan for success. Demographic information, such as attendance and discipline speak to the culture of the school. Academic achievement is measured through formative and summative assessments. Expectations for attendance, behavior and learning are established and goals are set.

Pine Level Elementary School (PLES) implements a comprehensive student assessment system. Teachers determine short-range learning by using locally made rubrics and assessments. Journals and non-verbal assessments are also used. Teachers collaborate to analyze data and make instructional changes during planning sessions, grade level and data meetings. Practices throughout PLES continually prove the effectiveness of the programs and allow the enactment of consistent modifications when needed.

Teachers and administrators collect and maintain data in INOW related to student learning. Attendance and discipline data is analyzed to determine their impact on student success. Special Education and Title I teachers also keep records to track student academic growth and needs. Teachers use item analyses from math and reading tests to determine strengths and weaknesses. School personnel relate sets of data from diverse assessment sources to ensure student learning, consistency in classrooms, quality performance across curriculum, and throughout the school. Collected data from summative assessments allow comparison of student growth from year to year and across the county and state. Collections of data are analyzed to determine goals that will drive instruction. The Autauga County Board of Education and PLES personnel abide by established policies regarding data collection and analysis. The school aCIP outlines how data will be used to improve instruction, student learning, and the effectiveness of programs.

Teachers are trained to evaluate, interpret, and use data. Routine instruction in the effective use of data updates teachers as new assessment resources are introduced to PLES and Autauga County. During training, teachers learn how to extract, interpret, and apply
SY 2015-2016

usable data from test results. Teachers also receive training pertaining to data assessment for the benefit of special needs students. Administrators, as well as teachers, analyze data to confirm readiness for success at the next level. Learning programs are designed and implemented as the foundation for successive levels. PLES closely monitors regression, and remediation is applied in a timely manner, formally through RTI or informally through reteaching in the classroom. School Personnel continuously appraise and revise plans and programs for school improvement to provide optimal learning for all students. Policies and plans for school improvement are documented in the Pine Level Elementary aCIP. Continuous improvement is desired and will be achieved through ongoing efforts to use multiple types of data to find and resolve weaknesses and implement improvements in instruction and learning for all students.

3. What conclusions were drawn from the results?

Throughout the month of May 2015, data results were collected and analyzed. Assessment scores from DIBELS, Performance Series, Scott Foresman End-of-Year Tests, and Math End-of-Year Tests were carefully analyzed to determine strengths and identify areas of focus. Although ACT Aspire results were not yet available, faculty were able to use current data to identify areas of need. The results of the Spring 2015 Needs Assessment were shared with teachers during in-service on May 28, 2015. Data results and input from stakeholders was discussed and several conclusions were drawn that will assist faculty and staff throughout the 2015-2016 school year: Standards will drive instruction in all academic areas for all grade levels. Kindergarten teachers will focus on reading readiness and consistently use comprehension strategies that focus on the text. Emphasis on numeracy concepts and exploration of real life math problems will help to lay a strong foundation upon which first grade teachers can build. In reading, the use of novels, chapter books, and a variety of literary pieces (poems, essays, short stories) will provide quality text from which to teach concepts, skills, vocabulary and critical thinking. Teachers will utilize text dependent questions to assist students in digging deeper into the text. Teacher modeling and explicit instruction will play a key role in developing critical thinkers. In math, all students in grades 1-5 will participate in the Mastering Math Facts program. This program will provide much needed drill of computation facts in a fun and motivating format. By strengthening basic skill fluency, teachers will be able to increase the rigor as they provide instruction that focuses on application of math concepts. Careful analysis of student writing has highlighted the following needs: explicit instruction in the characteristics of narrative, expository and persuasive writing and explicit instruction in locating evidence from a text in order to make or support an argument. Teachers will model thinking and writing process to aid students in seeing the process of writing from brainstorming through publishing. Journals will continue to be used across content areas. Attendance will continue to be addressed. Parents will be notified via automated system when a student is absent. Parents will receive notification for excessive absences or tardies. Parents will be held accountable for providing written excuses for student absences. A liaison from the district Attorney's office will meet with parents regarding student absences. Faculty and parent volunteers will provide incentives for good attendance. The faculty and staff will continue to implement Positive Behavior Support to a greater degree throughout the year. Programs such as PAWS (Partnering Adults With Students) and Care Club (before school character education classes) will be continued through the year. Both of these programs will focus on positive interactions between faculty and students and promote good behavior.

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

The comprehensive needs assessment that was conducted in the spring of 2015 provided valuable insight to guide Pine Level Elementary School through the coming academic year. All stakeholder groups concluded that the school's vision of achieving excellence can be attained through diligence, determination and purposeful planning. Academic emphasis will be placed on reading, math and writing. In reading, faculty and staff will design lessons that will teach students to dig for deeper understanding of literary and informational texts by focusing on text dependent questions, key ideas and details and structure. In math, teachers will increase the rigor by requiring students to apply mathematical concepts in order to solve real world problems. Computational fluency will be addressed through a systematic program that

provides daily drill in a fun and motivating format. Writing as a process will be taught and students will be exposed to a variety of genres. Focus will be placed on narrative, expository and persuasive writing modes. Journals will be utilized to across content areas. Technology will be utilized as a vehicle to deliver quality instruction and provide meaningful practice. Project-Based Learning will be implemented to assist in the integration of content areas. Differentiation of instruction occurs through small group instruction and allows teachers to identify and target learning needs. Individual academic plans provide for differentiated instruction for students with disabilities, deficits that substantially interfere with learning and language acquisition learners.

Cultural emphasis will be placed on attendance and behavior. Careful monitoring of attendance will ensure learners are present for quality instruction. Communication between school and home regarding attendance will provide accountability for both stakeholder groups. School-wide Positive Behavior Support will continue to play a critical role in school's climate. Communication between school and home is a vital process that should be noted. Correspondence with parents regarding student progress occurs through weekly folders. Parents use these folders to communicate concerns and questions. Monthly newsletters from the principal notify parents of pertinent information and provide additional school-home connections. Teachers utilize e-mail, phone calls, school conferences, classroom websites, web-based notification sites and blogs to further communication. The school marquee, website and newsletters notify the community of current school events. Parents Days are scheduled to invite parents into the school for training, classroom observations and feedback sessions.

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

Pine Level Elementary School (PLES) engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. This purpose is translated into goals that become part of the school's Continuous Improvement Plan (CIP). Administration, teachers, students, and community stakeholders are involved in decision making and planning to ensure student success in all areas of life. The PLES mission statement is reviewed annually by stakeholders. The mission statement is evaluated in light of the Needs Assessment, data analysis and other stakeholder input. A decision is made to keep the mission statement or revise it to meet new challenges. It is displayed and referenced in school communications, wall displays, meetings, and classrooms. The school climate fosters a culture dedicated to the school's vision of Achieving Excellence for all students. School leadership and staff support an ongoing commitment to shared values and beliefs about teaching and student learning. Teaching and learning are supported by programs that challenge students to acquire knowledge, learn to think, and practice life skills. Programs are in place to address priority needs and facilitate growth in all areas. Best practices from ARI guide reading instruction. Trained teachers are often apprised of new strategies and research. Reading fluency and comprehension are monitored regularly by DIBELS, Scott Foresman selection tests, and Performance Series. Math computational fluency is approached consistently and systematically through Mastering Math Facts. Teachers are increasing rigor as students apply conceptual understanding of mathematical practices in order to solve problems. AMSTI topics are integrated into the teaching of math and science. Students benefit because academics and real life are connected. Positive Behavior Support encourages children to learn and practice interpersonal skills. The success of this program is measured by improvement in student behavior evidenced by fewer office referrals. The Problem Solving Team (PST) uses Response to Instruction (RtI) to monitor the achievement of struggling students. Stakeholder meetings are conducted and data is analyzed to track progress and plan for future success. Parents are informed of results. Other programs in place to meet the needs of students are English Learner, Gifted, Speech, Occupational Therapy, and Special Education. The programs are administered in a fair and equitable manner to meet the various needs of children. Processes are followed to place and monitor the children in the programs. Data is collected, analyzed, and saved to guide the learning of all students. Documentation demonstrates the involvement of stakeholders in the shared beliefs about teaching and learning. Participants are involved in meetings and are asked to share in the decision making process regarding education at this school. The decisions and policies made are communicated through the school website, newsletters, announcements, APT meetings, and other parent centered meetings. Clear expectations of excellence are relayed to students by the administration, teachers, peers, and parents. Instructional practices are reviewed and assessed to maintain quality education in the classroom. Classroom standards are directed by the Elementary Programs Guide, Math Pacing Guide, and the College and Career Ready Standards adopted and mandated by the State of Alabama.

Educate Alabama is the process used to document educator strengths and weaknesses. Regular classroom visits by administrators and peer planning hold teachers accountable for quality instruction. Indication of active student engagement, deep understanding, and the ability to apply knowledge is supported by notes from observations, report cards, and data from school, county, and national assessments. School leadership and staff hold one another accountable to high expectations for professional practice. Through collaboration in regular grade level and data meetings information about students in general or specific students is shared and evaluated. Professional practices are discussed and implementations of best practices are planned. Ideas are exchanged about how to increase academic growth and promote the acquisition of life skills. Evidence of the meetings can be found in notes and agendas. The aCIP guides goal setting and aligns programs and practices to the mission statement and the growth needs of the school. During yearly reevaluations, revisions are made to ensure quality instruction and excellence in educating the whole child.

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

Multiple strands of data are analyzed to identify school-wide strengths and weaknesses and plan for success. Demographic information, such as attendance and discipline speak to the culture of the school. Academic achievement is measured through formative and summative assessments. Expectations for attendance, behavior and learning are established and goals are set.

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

Goals established in the Continuous Improvement Plan are generated from data analysis, stakeholder input and the Needs Assessment conducted in the spring. All goals address the needs of the school population. Instruction is guided by county curriculum guides: Elementary

Programs Guide and Math Pacing Guide. Curriculum guides are aligned with state standards and ensure that learning experiences are challenging and equitable for all learners. High expectations are established for all students. Teachers personalize instructional strategies to address individual learning needs of students as needed.

Intervention and support programs are in place to meet the unique learning needs that exist at Pine Level Elementary School. Title I teachers provide intensive instruction to students not meeting academic expectations. Specialized plans, such as RtI, IEP, 504, LEP and GEP provide instructional and environmental accommodations to ensure equal access to learning.

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:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Second, Third, Fourth and Fifth grade students will demonstrate a behavior of creative and thinking expertise and effective collaborative communication skills by developing innovative student work products using technology in a variety of learning environments across the curriculum including in Science by 05/27/2016 as measured by project rubrics or assessments.

Strategy1:

Project Based Learning - 2nd through 5th grade classes will implement project-based learning focusing upon STEM and integration of other subjects.

Category:

Research Cited:

Activity - Project Based Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by qualified trainers to prepare teachers to plan and implement PBL strategies	Professional Learning	10/14/2013	05/27/2016	\$0 - No Funding Required	Cathy Loftin and administrative team members.

Strategy2:

PBL Team Leader Meeting - Teachers will work in groups with PBL leaders to locate and share digital content and resources as well as plan projects.

Category:

Research Cited:

Activity - Student PBL Presentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide and grade level sharing of work products completed by students.	Other	09/22/2014	05/27/2016	\$0 - No Funding Required	Administrators and classroom teachers.

Measurable Objective 2:

90% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding technology concepts, and application of software programs and hardware across the curriculum. in Career & Technical by 05/27/2016 as measured by

observations by teachers and administrators, lesson plan documentation, implementation of the technology course of study, technology equipment check outs, and computer lab sign up sheets..

Strategy1:

Professional Development - Teachers will be provided professional development opportunities that include best practices for integrating the effective use of technology into the curriculum.

Category:

Research Cited:

Activity - Technology Concept/Operations Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given training and information dealing with teaching the technology course of study, technology concepts, systems and operations to enable them to teach students more effectively. Websites and sources of information will be shared in order to assist teachers in accomplishing this goal.	Professional Learning	10/07/2013	05/27/2016	\$0 - No Funding Required	Administrators, Media Specialist, Lead Teachers, Outside technology leaders

Strategy2:

Digital Resources - A variety of digital resources and equipment, which are appropriate for student use, will be provided to help teachers integrate the effective uses of technology concepts, systems and operations into the curriculum.

Category:

Research Cited:

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology devices and resources for instructional purposes and will teach students how to use computers and other digital tools.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Technology Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach students about technology systems and operations as well as technology concepts and terminology. They will supervise students in the proper use of technology devices and resources in the classroom for large or small group use or individually and in the computer labs.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Classroom Computer Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use classroom computers on a daily basis to complete and share activities and assignments in small or large group settings or individually.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab at least twice a month to complete activities and assignments.	Technology	09/30/2013	05/27/2016	\$0 - No Funding Required	All classroom teachers

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency using technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation by 05/27/2016 as measured by administrative observations and lesson plan documentation.

Strategy1:

Teacher Professional Development - Professional Development in using technology equipment and resources will be given to all teachers during professional development days and half days and in after school sessions. Teachers will have opportunities and will be encouraged to participate in online training sessions dealing with learning how to be more efficient in using technology equipment and in accessing web based resources to better help students achieve success in meeting the requirements of common core standards.

Category:

Research Cited:

Activity - Technology Resource Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information dealing with using web resources, such as Performance Series, Achievement Series, Accelerated Reader, Discovery Education and Brain Pop, to aid in student learning and remediation will be taught to teachers and administrators onsite during after-school technology learning sessions in the Media Center and/or during school in professional development settings during the day or on District level Professional Development days.	Professional Learning	09/16/2013	05/27/2016	\$0 - No Funding Required	Performance Series Trainer Lead Teachers Administrators

Activity - Smart Board Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who have become more proficient in using the Smart Board and Smart Board activities will share their expertise in professional development sessions in order to help all teachers become more proficient in using the Smart Board. This will take place at a monthly technology professional development time after school and may be supplemented as necessary through requests and based on administrator observations.	Professional Learning	09/30/2013	05/27/2016	\$0 - No Funding Required	Teachers who have expertise in using the Smart Board and activities related to the Smart Board including Teresa Littlejohn, Emily Gregory, Tracy Edmondson, Joey Robinson and Diane Seamon.

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior in being able to access the network wirelessly throughout the building by 05/29/2015 as measured by teachers being able to access the Internet wirelessly.

Strategy1:

Install WAP in Ceilings - Managed Wireless Access Points will be installed in the ceilings throughout the building to give all teachers and students equitable wireless access to our network.

Category:

Research Cited:

Activity - Install WAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Managed wireless system will be installed in Pine Level Elementary School. Our county technology technicians will install the wireless access points as time permits.	Other	08/05/2013	05/29/2015	\$1000 - Title I Part D	Autauga County Technology Department Staff.

Goal 4:

Students will gather evidence from literary and informational texts in order to seek deeper understanding of complex texts.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering comprehension questions in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test and Performance Series assessment.

Strategy1:

Resources - Title I money will be used to purchase instructional-student classroom supplies. Ancillary materials (i.e. Close Reading with Paired Texts) will be used to support instruction.

Category:

Research Cited:

Activity - Close Reading with Paired Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close Reading with Paired Texts along with additional resources will be used to support reading comprehension. Teachers will use this resource to support instruction in critical thinking skills, text complexity, type of text, and text-dependent questions.	Academic Support Program	11/01/2015	05/20/2016	\$880 - Title I Part A	All Administrators and teachers

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase reading resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$4014 - Title I Part A	All Administrators

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase hardware to support instruction and learning. Computers, document cameras, Chromebooks will be purchased and available for use.	Technology	11/01/2015	05/27/2016	\$7500 - Title I Part A	Technology Coordinator and all Administrators

Strategy2:

Professional Development - Teachers will discuss use of informational text in order to improve standards-based instruction. Teachers will network with educators across district to gain teaching ideas and practices that address the reading goal identified through the PLES Needs Assessment.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Focus on CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards. Teachers will post standards in classroom and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	All certified staff will discuss and post standards for their grade level, department or resource area.

Activity - Administrator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will attend CLAS Annual Conference. Administrators will select break-out sessions that support understanding of CCRS and reading comprehension-especially informational texts. Administrators will use information gained for instructional leadership. Breakdown of Expenses is as follows: Out-of-County Travel-\$2530.98 Registration-\$800	Professional Learning	06/13/2016	06/15/2016	\$3117 - Title II Part A	All Administrators

ACIP

Pine Level Elementary School

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level meetings and monthly data meetings to facilitate professional growth. Teachers will reflect and evaluate instructional practices.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in identifying literary and informational texts in Reading by 05/20/2016 as measured by teacher observation and anecdotal notes..

Strategy1:

Text Identification - Students will identify literary and informational texts across content areas within the classroom and school.

Category:

Research Cited: The Critical Role of Text Complexity in Teaching Children to Read by Fountas and Pinnell (July 2014)

Activity - Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Classroom Libraries	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify both literary and informational texts (excluding textbooks) that are located with the classroom libraries.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	Certified staff

Activity - School Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify literary and informational texts and their locations within the school library.	Academic Support Program	08/31/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

Measurable Objective 3:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in fluency and critical thinking skills in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Highly Qualified Teachers - Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive

ACIP

Pine Level Elementary School

intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows:

Salaries (3.5 teachers): \$139,132.50

Substitute pay:\$1,592.5

Category:

Research Cited:

Activity - Hire Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows: Salaries (3.5 teachers): \$139,132.50 Substitute pay:\$1,592.50	Recruitment and Retention	08/03/2015	05/27/2016	\$200919 - Title I Part A	Administrators

Measurable Objective 4:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/20/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age..

Strategy1:

Lesson Design - Teachers will design lessons to include discussions in which students must find evidence in the text across content areas.

Lesson plans will be uploaded into Google Drive for administrators to verify.

Category:

Research Cited:

Activity - Evidence-Based Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with opportunities to participate in evidence-based conversations using a variety of text across content areas.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Think Aloud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model Think Alouds as he/she identifies evidence from various texts to answer questions.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

ACIP

Pine Level Elementary School

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly teach students to reread and reference other texts to answer questions. Teachers will utilize Close reading strategies.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Certified Staff

Strategy2:

Best Practices - Teachers will implement best practices.

Category:

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to go back and find evidence in the text during Read Alouds.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Guided Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in locating evidence from texts through guided instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

Goal 5:

Students will demonstrate fluency (speed and accuracy) as they apply math concepts and knowledge.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/20/2016 as measured by Pearson Math End of Year test, Mastering Math Facts and Performance Series.

Strategy1:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and discuss CCRS during district and local in-service opportunities as well as grade level meetings..	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	Teachers

ACIP

Pine Level Elementary School

Activity - Grade Level And Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Math Pacing Guide during grade level and monthly data meetings.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Post Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will post standards for their grade level, department or resource area.

Measurable Objective 2:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in applying knowledge, concepts and skills in Mathematics by 05/20/2016 as measured by Performance Coach, Pearson Math End-of-Year test, Performance Series.

Strategy1:

Application of knowledge - Teachers will utilize supplemental resources, i.e. Performance Coach (grades 3-5), DOK Notebook, Smart Lessons, etc. to provide instruction and practice for math concepts and skills.

Category:

Research Cited: Research Matters / Teach Mathematics Right the First Time by Steve Leinwand and Steve Fleischman (September 2004)

Activity - Utilize Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use supplemental resources for whole group and small group instruction. Performance Coach, Achievement Series, Smart Lessons and additional resources will be incorporated into instruction to allow students to apply math knowledge, concepts and skills.	Direct Instruction	08/17/2015	05/27/2016	\$0 - Title I Part A	All Administrators and teachers

Measurable Objective 3:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/27/2016 as measured by Mastering Math Facts program.

Strategy1:

Mastering Math Facts - Teachers will implement the Mastering Math Facts program each day to build speed and accuracy.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - Designated Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will designate thirty minutes (once routine is established) of instructional time to implement intervention and enrichment daily.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Teachers

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase math resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$0 - Title I Part A	All Administrators

Activity - Program Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prepare materials and distribute to classes and resupply as needed.	Academic Support Program	08/07/2015	05/20/2016	\$1500 - Title I Part A	Title I Teachers

Activity - Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development and support for program implementation.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Title I Teachers

Measurable Objective 4:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in recognizing academic vocabulary contained in standards and across school environment in Mathematics by 05/20/2016 as measured by Teacher observations, discussions and anecdotal notes.

Strategy1:

Academic Vocabulary - Faculty and staff will teach academic vocabulary found in standards, in content areas and throughout the school environment.

Category:

Research Cited:

Activity - CCRS Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify academic vocabulary in the CCRS and assist students in understanding it.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Activity - Post Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will display academic vocabulary in the classroom and throughout the school environment.	Academic Support Program	08/03/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Activity - School Announcements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic vocabulary will be emphasized through school announcements as appropriate.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All Administrators

Goal 6:

Students will gather information from literary and informational texts in order to create constructed responses or make evidence-based arguments in writing.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in responding to journal prompts in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Teacher-made Assessments as appropriate for age, and District-wide Wide Formative Writing Assessments..

Strategy1:

Journals - Teachers will implement use of journals across content areas.

Category:

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model journal writing in whole group and small group instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Content Area Journals - Teachers will implement use of journals across content areas. Teachers will conference with students to provide explicit feedback.

Category:

Research Cited:

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement use of journals across content areas in order to strengthen writing proficiency.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Measurable Objective 2:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in analyzing literary and informational mentor texts and respond in Writing by 05/20/2016 as measured by Scott Foresman End-of Year Test and Teacher-made Assessments as appropriate for age.

Strategy1:

Text-based Evidence - Teachers will design activities that require use of evidence from texts. Students will work cooperatively to identify evidence from text and discuss. Students will construct written responses that require evidence from text.

Category:

Research Cited:

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in cooperative assignments that require them to locate evidence from a variety of texts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model locating and using evidence from text to answer questions or respond to prompts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Analyze text - Teacher and students will analyze a variety of mentor texts during whole and small instruction.

Category:

Research Cited:

Activity - Mentor Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will analyze mentor texts and examine vocabulary and word usage, sentence formation, mechanics as is appropriate for grade level. Rubrics will be utilized as appropriate.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Measurable Objective 3:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in understanding standards that require constructed responses based on evidence from the text in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Post Standards - Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards and what is being expected of students.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - Analyze Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Administrators and Teachers

Strategy2:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will review and discuss CCRS during district and local in-service opportunities	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Certified personnel and support staff

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level and data meetings.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Goal 7:

Maintain School Safety

Measurable Objective 1:

collaborate to address improving school safety by 05/27/2016 as measured by faculty review of safety procedures.

Strategy1:

Implement Safety Plan - All faculty and staff will review safety plans and procedures on a regular basis. Faculty and staff will participate in discussions regarding school safety.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - Operational Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement before and after school duty rosters to ensure student supervision. Monitor security cameras to ensure building security. Keep all exterior doors locked (except for gym). Use buzz-in system with camera at front door of school to monitor access into building. Faculty and staff will follow enrollment, check-out and car rider procedures. Provide picture identification for all staff. Require visitor sign-in and visitor sticker to gain access to building.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Strategy2:

Safety Plans - Faculty and staff will implement safety procedures to include practicing emergency drills. In-service opportunities regarding school safety will be scheduled throughout year.

Category:

Research Cited:

Activity - Safety Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Post emergency maps/routes in all locations where students are housed. Practice emergency drills throughout the year. Monitor safety procedures for effectiveness.	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Goal 8:

Implement Behavior Management

Measurable Objective 1:

collaborate to implement school-wide behavior management procedures by 05/27/2016 as measured by number of office referrals received .

Strategy1:

Implement Positive Behavior Support - All faculty and staff will implement positive behavior management techniques. High expectations for good behavior will be established and communicated. Teachers will establish classroom discipline plans. The Positive Behavior Support (PBS) and Discipline Committees will meet to discuss and analyze program effectiveness. Implement CARE CLUB before school for students.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - School-wide Behavior Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development in classroom management throughout the year (in data meetings or after school as scheduled). Provide Project Wisdom/character education information daily through morning announcements. Students will participate in announcements and restate the main idea of the Project Wisdom topic as a Thought for the Day. Post and implement classroom discipline procedures. Maintain use of Parent Contact Log. Utilize Student Behavior Report (SBR) as needed. Post and implement CLAW principles: C-Come prepared; L-Listen and learn; A-Act respectfully; W-Work hard throughout school environment. All students will recite CLAW as part of morning announcements. Implement CARE CLUB before school for selected students.	Behavioral Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Strategy2:

Partnering Adults with Students - Partnering Adults with Students (PAWS) will occur monthly (first Friday of each month from 2:00-2:30 p.m.) Students in grades 1-2 will meet with their homeroom teacher. Students in grades 3-5 will be divided and assigned to faculty members that serve those grades. Students will learn about the Seven Habits of Happy Kids (based on 7 Habits of Highly Effective People) and other character building traits.

Category:

Research Cited:

Activity - PAWS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their assigned PAWS groups once each month.	Behavioral Support Program	10/02/2015	05/06/2016	\$0 - No Funding Required	All Administrators and teachers

Goal 9:

Promote Attendance

Measurable Objective 1:

collaborate to address student attendance by 05/27/2016 as measured by number of student absences .

Strategy1:

Achieving Excellence in Attendance - School staff will team up with parents to acknowledge and reward attendance. Bulletin board displays, special activities and treats will be utilized as students are recognized for good attendance.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - September-A+/100% Attendance Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
September is designated as A+/100% Attendance Month. Classes and students are recognized for perfect attendance. Parent volunteers distribute treats, no homework passes and other items to reward students during the month. At the end of September, the school hosts an fun day to acknowledge good attendance. Faculty and staff prepare numerous activities and parents send in treats. P.E. teachers host a Jam Session (Wii dance) in the gym during each grade's physical education block or at a designated date and time.	Policy and Process	08/12/2015	09/30/2015	\$0 - No Funding Required	All faculty and staff as appropriate

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, faculty and parents collaborate to motivate and recognize student attendance. At the end of the month, special recognition is made through an activity or treats. Most activities/treats correspond with seasonal activities already in place at school.	Policy and Process	08/12/2015	05/27/2016	\$500 - Other	Faculty and staff as appropriate

Strategy2:

Maintain and communicate student attendance - Faculty and staff will utilize INOW to maintain attendance records. INOW automated system will contact parents daily regarding student absences. Administrators will contact parents regarding student attendance. The importance of attendance is discussed at all parent gatherings. A district liaison will meet with parents whose students have attendance issues. PBS and Discipline Committees will meet to generate ideas to promote and reward attendance.

Category:

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 2006)

Activity - Maintain Attendance Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will record attendance in INOW. All notes for student absences will be sent to office, logged as excused or unexcused by data entry personnel and kept on file. Families will be notified regarding student attendance via automated system, administrators and counselors.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	Homeroom teachers, office staff, counselors and administrators

Goal 10:

All students will become proficient writers.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in meeting or exceeding grade level standards in Writing by 05/20/2016 as measured by a rubric aligned to College and Career Ready Standards.

Strategy1:

Writing Across the Curriculum - Autauga County Schools will implement an integrated continuum of writing in grades K-12. The implementation of this strategy will be a two pronged process, involving both students and teachers. Teachers will participate in ongoing professional development related to writing across the curriculum, depth-of-knowledge levels, and the effective use of rubrics to assess student writing. All elementary teachers have been provided with copies of the 6-1 Traits of Writing book. Secondary teachers will utilize materials from ACT and Webb's Depth of Knowledge research. Writing prompts specific for each grade level will be distributed to all students four times throughout the school year. Daily instruction in writing will be provided across all content areas. Such instruction will focus on the conventions of grammar, syntax, word usage, mechanics, style and tone. Students will be expected to become competent writers within the modes of Persuasive/Argumentative, Analytical Expository, and Reflective Narrative Writing. Data collected from writing prompts at the beginning of the school year (baseline data) will be compared to data collected from writing prompts at the end of the school year.

Category:

Research Cited: 6+1 Traits of Writing: The Complete Guide Grades 3 and Up by Ruth Culham

6+1 Traits of Writing: The Complete Guide for the Primary Grades by Ruth Culham

Depth of Knowledge Levels for Four Content Areas by Norman Webb

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing PD on writing instruction and on the use of rubrics in assessing student writing	Professional Learning	08/06/2015	05/20/2016	\$0 - No Funding Required	LEA staff and funds

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Second, Third, Fourth and Fifth grade students will demonstrate a behavior of creative and thinking expertise and effective collaborative communication skills by developing innovative student work products using technology in a variety of learning environments across the curriculum including in Science by 05/27/2016 as measured by project rubrics or assessments.

Strategy1:

Project Based Learning - 2nd through 5th grade classes will implement project-based learning focusing upon STEM and integration of other subjects.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - Project Based Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by qualified trainers to prepare teachers to plan and implement PBL strategies	Professional Learning	10/14/2013	05/27/2016	\$0 - No Funding Required	Cathy Loftin and administrative team members.

Strategy2:

PBL Team Leader Meeting - Teachers will work in groups with PBL leaders to locate and share digital content and resources as well as plan projects.

Category:

Research Cited:

Activity - Student PBL Presentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide and grade level sharing of work products completed by students.	Other	09/22/2014	05/27/2016	\$0 - No Funding Required	Administrators and classroom teachers.

Measurable Objective 2:

90% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding technology concepts, and application of software programs and hardware across the curriculum. in Career & Technical by 05/27/2016 as measured by observations by teachers and administrators, lesson plan documentation, implementation of the technology course of study, technology equipment check outs, and computer lab sign up sheets..

Strategy1:

Professional Development - Teachers will be provided professional development opportunities that include best practices for integrating the effective use of technology into the curriculum.

Category:

Research Cited:

Activity - Technology Concept/Operations Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given training and information dealing with teaching the technology course of study, technology concepts, systems and operations to enable them to teach students more effectively. Websites and sources of information will be shared in order to assist teachers in accomplishing this goal.	Professional Learning	10/07/2013	05/27/2016	\$0 - No Funding Required	Administrators, Media Specialist, Lead Teachers, Outside technology leaders

Strategy2:

Digital Resources - A variety of digital resources and equipment, which are appropriate for student use, will be provided to help teachers integrate the effective uses of technology concepts, systems and operations into the curriculum.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - Classroom Computer Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use classroom computers on a daily basis to complete and share activities and assignments in small or large group settings or individually.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab at least twice a month to complete activities and assignments.	Technology	09/30/2013	05/27/2016	\$0 - No Funding Required	All classroom teachers

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology devices and resources for instructional purposes and will teach students how to use computers and other digital tools.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Technology Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach students about technology systems and operations as well as technology concepts and terminology. They will supervise students in the proper use of technology devices and resources in the classroom for large or small group use or individually and in the computer labs.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency using technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation by 05/27/2016 as measured by administrative observations and lesson plan documentation.

Strategy1:

Teacher Professional Development - Professional Development in using technology equipment and resources will be given to all teachers during professional development days and half days and in after school sessions. Teachers will have opportunities and will be encouraged to participate in online training sessions dealing with learning how to be more efficient in using technology equipment and in accessing web based resources to better help students achieve success in meeting the requirements of common core standards.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - Smart Board Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who have become more proficient in using the Smart Board and Smart Board activities will share their expertise in professional development sessions in order to help all teachers become more proficient in using the Smart Board. This will take place at a monthly technology professional development time after school and may be supplemented as necessary through requests and based on administrator observations.	Professional Learning	09/30/2013	05/27/2016	\$0 - No Funding Required	Teachers who have expertise in using the Smart Board and activities related to the Smart Board including Teresa Littlejohn, Emily Gregory, Tracy Edmondson, Joey Robinson and Diane Seamon.

Activity - Technology Resource Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information dealing with using web resources, such as Performance Series, Achievement Series, Accelerated Reader, Discovery Education and Brain Pop, to aid in student learning and remediation will be taught to teachers and administrators onsite during after-school technology learning sessions in the Media Center and/or during school in professional development settings during the day or on District level Professional Development days.	Professional Learning	09/16/2013	05/27/2016	\$0 - No Funding Required	Performance Series Trainer Lead Teachers Administrators

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior in being able to access the network wirelessly throughout the building by 05/29/2015 as measured by teachers being able to access the Internet wirelessly.

Strategy1:

Install WAP in Ceilings - Managed Wireless Access Points will be installed in the ceilings throughout the building to give all teachers and students equitable wireless access to our network.

Category:

Research Cited:

Activity - Install WAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Managed wireless system will be installed in Pine Level Elementary School. Our county technology technicians will install the wireless access points as time permits.	Other	08/05/2013	05/29/2015	\$1000 - Title I Part D	Autauga County Technology Department Staff.

Goal 4:

Students will gather evidence from literary and informational texts in order to seek deeper understanding of complex texts.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in identifying literary and informational texts in Reading by 05/20/2016 as measured by teacher observation and anecdotal notes..

Strategy1:

Text Identification - Students will identify literary and informational texts across content areas within the classroom and school.

Category:

Research Cited: The Critical Role of Text Complexity in Teaching Children to Read by Fountas and Pinnell (July 2014)

Activity - Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Classroom Libraries	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify both literary and informational texts (excluding textbooks) that are located with the classroom libraries.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	Certified staff

Activity - School Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify literary and informational texts and their locations within the school library.	Academic Support Program	08/31/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/20/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age..

Strategy1:

Best Practices - Teachers will implement best practices.

Category:

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to go back and find evidence in the text during Read Alouds.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

ACIP

Pine Level Elementary School

Activity - Guided Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in locating evidence from texts through guided instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

Strategy2:

Lesson Design - Teachers will design lessons to include discussions in which students must find evidence in the text across content areas.

Lesson plans will be uploaded into Google Drive for administrators to verify.

Category:

Research Cited:

Activity - Think Aloud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model Think Alouds as he/she identifies evidence from various texts to answer questions.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Evidence-Based Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with opportunities to participate in evidence-based conversations using a variety of text across content areas.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly teach students to reread and reference other texts to answer questions. Teachers will utilize Close reading strategies.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Certified Staff

Measurable Objective 3:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering comprehension questions in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test and Performance Series assessment.

Strategy1:

Resources - Title I money will be used to purchase instructional-student classroom supplies. Ancillary materials (i.e. Close Reading with Paired Texts) will be used to support instruction.

Category:

Research Cited:

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase hardware to support instruction and learning. Computers, document cameras, Chromebooks will be purchased and available for use.	Technology	11/01/2015	05/27/2016	\$7500 - Title I Part A	Technology Coordinator and all Administrators

Activity - Close Reading with Paired Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close Reading with Paired Texts along with additional resources will be used to support reading comprehension. Teachers will use this resource to support instruction in critical thinking skills, text complexity, type of text, and text-dependent questions.	Academic Support Program	11/01/2015	05/20/2016	\$880 - Title I Part A	All Administrators and teachers

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase reading resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$4014 - Title I Part A	All Administrators

Strategy2:

Professional Development - Teachers will discuss use of informational text in order to improve standards-based instruction. Teachers will network with educators across district to gain teaching ideas and practices that address the reading goal identified through the PLES Needs Assessment.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Administrator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will attend CLAS Annual Conference. Administrators will select break-out sessions that support understanding of CCRS and reading comprehension-especially informational texts. Administrators will use information gained for instructional leadership. Breakdown of Expenses is as follows: Out-of-County Travel-\$2530.98 Registration-\$800	Professional Learning	06/13/2016	06/15/2016	\$3117 - Title II Part A	All Administrators

Activity - Focus on CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards. Teachers will post standards in classroom and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	All certified staff will discuss and post standards for their grade level, department or resource area.

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level meetings and monthly data meetings to facilitate professional growth. Teachers will reflect and evaluate instructional practices.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Measurable Objective 4:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in fluency and critical thinking skills in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Highly Qualified Teachers - Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows:

Salaries (3.5 teachers): \$139,132.50

Substitute pay:\$1,592.5

Category:

Research Cited:

Activity - Hire Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows: Salaries (3.5 teachers): \$139,132.50 Substitute pay:\$1,592.50	Recruitment and Retention	08/03/2015	05/27/2016	\$200919 - Title I Part A	Administrators

Goal 5:

Students will demonstrate fluency (speed and accuracy) as they apply math concepts and knowledge.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/27/2016 as measured by Mastering Math Facts program.

Strategy1:

Mastering Math Facts - Teachers will implement the Mastering Math Facts program each day to build speed and accuracy.

Category:

Research Cited:

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase math resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$0 - Title I Part A	All Admiistrators

Activity - Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development and support for program implementation.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Title I Teachers

Activity - Designated Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will designate thirty minutes (once routine is established) of instructional time to implement intervention and enrichment daily.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Teachers

Activity - Program Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prepare materials and distribute to classes and resupply as needed.	Academic Support Program	08/07/2015	05/20/2016	\$1500 - Title I Part A	Title I Teachers

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in recognizing academic vocabulary contained in standards and across school environment in Mathematics by 05/20/2016 as measured by Teacher observations, discussions and anecdotal notes.

Strategy1:

Academic Vocabulary - Faculty and staff will teach academic vocabulary found in standards, in content areas and throughout the school environment.

Category:

Research Cited:

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Activity - CCRS Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify academic vocabulary in the CCRS and assist students in understanding it.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Activity - Post Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will display academic vocabulary in the classroom and throughout the school environment.	Academic Support Program	08/03/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Activity - School Announcements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic vocabulary will be emphasized through school announcements as appropriate.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All Administrators

Measurable Objective 3:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in applying knowledge, concepts and skills in Mathematics by 05/20/2016 as measured by Performance Coach, Pearson Math End-of-Year test, Performance Series.

Strategy1:

Application of knowledge - Teachers will utilize supplemental resources, i.e. Performance Coach (grades 3-5), DOK Notebook, Smart Lessons, etc. to provide instruction and practice for math concepts and skills.

Category:

Research Cited: Research Matters / Teach Mathematics Right the First Time by Steve Leinwand and Steve Fleischman (September 2004)

Activity - Utilize Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use supplemental resources for whole group and small group instruction. Performance Coach, Achievement Series, Smart Lessons and additional resources will be incorporated into instruction to allow students to apply math knowledge, concepts and skills.	Direct Instruction	08/17/2015	05/27/2016	\$0 - Title I Part A	All Administrators and teachers

Measurable Objective 4:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/20/2016 as measured by Pearson Math End of Year test, Mastering Math Facts and Performance Series.

Strategy1:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and

Steve Fleming (November 2012)

Activity - Grade Level And Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Math Pacing Guide during grade level and monthly data meetings.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and discuss CCRS during district and local in-service opportunities as well as grade level meetings..	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	Teachers

Activity - Post Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will post standards for their grade level, department or resource area.

Goal 6:

Students will gather information from literary and informational texts in order to create constructed responses or make evidence-based arguments in writing.

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in analyzing literary and informational mentor texts and respond in Writing by 05/20/2016 as measured by Scott Foresman End-of Year Test and Teacher-made Assessments as appropriate for age.

Strategy1:

Analyze text - Teacher and students will analyze a variety of mentor texts during whole and small instruction.

Category:

Research Cited:

Activity - Mentor Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will analyze mentor texts and examine vocabulary and word usage, sentence formation, mechanics as is appropriate for grade level. Rubrics will be utilized as appropriate.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Text-based Evidence - Teachers will design activities that require use of evidence from texts. Students will work cooperatively to identify evidence from text and discuss. Students will construct written responses that require evidence from text.

Category:

Research Cited:

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in cooperative assignments that require them to locate evidence from a variety of texts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model locating and using evidence from text to answer questions or respond to prompts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Measurable Objective 2:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in understanding standards that require constructed responses based on evidence from the text in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Post Standards - Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards and what is being expected of students.

Category:

Research Cited:

Activity - Analyze Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Administrators and Teachers

Strategy2:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

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Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level and data meetings.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will review and discuss CCRS during district and local in-service opportunities	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Certified personnel and support staff

Measurable Objective 3:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in responding to journal prompts in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Teacher-made Assessments as appropriate for age, and District-wide Wide Formative Writing Assessments..

Strategy1:

Content Area Journals - Teachers will implement use of journals across content areas. Teachers will conference with students to provide explicit feedback.

Category:

Research Cited:

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement use of journals across content areas in order to strengthen writing proficiency.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Journals - Teachers will implement use of journals across content areas.

Category:

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model journal writing in whole group and small group instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Goal 7:

Maintain School Safety

Measurable Objective 1:

collaborate to address improving school safety by 05/27/2016 as measured by faculty review of safety procedures.

Strategy1:

Implement Safety Plan - All faculty and staff will review safety plans and procedures on a regular basis. Faculty and staff will participate in discussions regarding school safety.

Category:

Research Cited:

Activity - Operational Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement before and after school duty rosters to ensure student supervision. Monitor security cameras to ensure building security. Keep all exterior doors locked (except for gym). Use buzz-in system with camera at front door of school to monitor access into building. Faculty and staff will follow enrollment, check-out and car rider procedures. Provide picture identification for all staff. Require visitor sign-in and visitor sticker to gain access to building.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Strategy2:

Safety Plans - Faculty and staff will implement safety procedures to include practicing emergency drills. In-service opportunities regarding school safety will be scheduled throughout year.

Category:

Research Cited:

Activity - Safety Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Post emergency maps/routes in all locations where students are housed. Practice emergency drills throughout the year. Monitor safety procedures for effectiveness.	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Goal 8:

Implement Behavior Management

Measurable Objective 1:

collaborate to implement school-wide behavior management procedures by 05/27/2016 as measured by number of office referrals received .

Strategy1:

Partnering Adults with Students - Partnering Adults with Students (PAWS) will occur monthly (first Friday of each month from 2:00-2:30 p.m.) Students in grades 1-2 will meet with their homeroom teacher. Students in grades 3-5 will be divided and assigned to faculty members that serve those grades. Students will learn about the Seven Habits of Happy Kids (based on 7 Habits of Highly Effective People) and other

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character building traits.

Category:

Research Cited:

Activity - PAWS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their assigned PAWS groups once each month.	Behavioral Support Program	10/02/2015	05/06/2016	\$0 - No Funding Required	All Administrators and teachers

Strategy2:

Implement Positive Behavior Support - All faculty and staff will implement positive behavior management techniques. High expectations for good behavior will be established and communicated. Teachers will establish classroom discipline plans. The Positive Behavior Support (PBS) and Discipline Committees will meet to discuss and analyze program effectiveness. Implement CARE CLUB before school for students.

Category:

Research Cited:

Activity - School-wide Behavior Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development in classroom management throughout the year (in data meetings or after school as scheduled). Provide Project Wisdom/character education information daily through morning announcements. Students will participate in announcements and restate the main idea of the Project Wisdom topic as a Thought for the Day. Post and implement classroom discipline procedures. Maintain use of Parent Contact Log. Utilize Student Behavior Report (SBR) as needed. Post and implement CLAW principles: C-Come prepared; L-Listen and learn; A-Act respectfully; W-Work hard throughout school environment. All students will recite CLAW as part of morning announcements. Implement CARE CLUB before school for selected students.	Behavioral Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Goal 9:

Promote Attendance

Measurable Objective 1:

collaborate to address student attendance by 05/27/2016 as measured by number of student absences .

Strategy1:

Maintain and communicate student attendance - Faculty and staff will utilize INOW to maintain attendance records. INOW automated system will contact parents daily regarding student absences. Administrators will contact parents regarding student attendance. The importance of attendance is discussed at all parent gatherings. A district liaison will meet with parents whose students have attendance

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issues. PBS and Discipline Committees will meet to generate ideas to promote and reward attendance.

Category:

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 2006)

Activity - Maintain Attendance Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will record attendance in INOW. All notes for student absences will be sent to office, logged as excused or unexcused by data entry personnel and kept on file. Families will be notified regarding student attendance via automated system, administrators and counselors.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	Homeroom teachers, office staff, counselors and administrators

Strategy2:

Achieving Excellence in Attendance - School staff will team up with parents to acknowledge and reward attendance. Bulletin board displays, special activities and treats will be utilized as students are recognized for good attendance.

Category:

Research Cited:

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, faculty and parents collaborate to motivate and recognize student attendance. At the end of the month, special recognition is made through an activity or treats. Most activities/treats correspond with seasonal activities already in place at school.	Policy and Process	08/12/2015	05/27/2016	\$500 - Other	Faculty and staff as appropriate

Activity - September-A+/100% Attendance Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
September is designated as A+/100% Attendance Month. Classes and students are recognized for perfect attendance. Parent volunteers distribute treats, no homework passes and other items to reward students during the month. At the end of September, the school hosts a fun day to acknowledge good attendance. Faculty and staff prepare numerous activities and parents send in treats. P.E. teachers host a Jam Session (Wii dance) in the gym during each grade's physical education block or at a designated date and time.	Policy and Process	08/12/2015	09/30/2015	\$0 - No Funding Required	All faculty and staff as appropriate

Goal 10:

All students will become proficient writers.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska

Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in meeting or exceeding grade level standards in Writing by 05/20/2016 as measured by a rubric aligned to College and Career Ready Standards.

Strategy1:

Writing Across the Curriculum - Autauga County Schools will implement an integrated continuum of writing in grades K-12. The implementation of this strategy will be a two pronged process, involving both students and teachers. Teachers will participate in ongoing professional development related to writing across the curriculum, depth-of-knowledge levels, and the effective use of rubrics to assess student writing. All elementary teachers have been provided with copies of the 6-1 Traits of Writing book. Secondary teachers will utilize materials from ACT and Webb's Depth of Knowledge research. Writing prompts specific for each grade level will be distributed to all students four times throughout the school year. Daily instruction in writing will be provided across all content areas. Such instruction will focus on the conventions of grammar, syntax, word usage, mechanics, style and tone. Students will be expected to become competent writers within the modes of Persuasive/Argumentative, Analytical Expository, and Reflective Narrative Writing. Data collected from writing prompts at the beginning of the school year (baseline data) will be compared to data collected from writing prompts at the end of the school year.

Category:

Research Cited: 6+1 Traits of Writing: The Complete Guide Grades 3 and Up by Ruth Culham

6+1 Traits of Writing: The Complete Guide for the Primary Grades by Ruth Culham

Depth of Knowledge Levels for Four Content Areas by Norman Webb

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing PD on writing instruction and on the use of rubrics in assessing student writing	Professional Learning	08/06/2015	05/20/2016	\$0 - No Funding Required	LEA staff and funds

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Second, Third, Fourth and Fifth grade students will demonstrate a behavior of creative and thinking expertise and effective collaborative communication skills by developing innovative student work products using technology in a variety of learning environments across the curriculum including in Science by 05/27/2016 as measured by project rubrics or assessments.

Strategy1:

PBL Team Leader Meeting - Teachers will work in groups with PBL leaders to locate and share digital content and resources as well as plan projects.

Category:

Research Cited:

Activity - Student PBL Presentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide and grade level sharing of work products completed by students.	Other	09/22/2014	05/27/2016	\$0 - No Funding Required	Administrators and classroom teachers.

Strategy2:

Project Based Learning - 2nd through 5th grade classes will implement project-based learning focusing upon STEM and integration of other subjects.

Category:

Research Cited:

Activity - Project Based Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by qualified trainers to prepare teachers to plan and implement PBL strategies	Professional Learning	10/14/2013	05/27/2016	\$0 - No Funding Required	Cathy Loftin and administrative team members.

Measurable Objective 2:

90% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding technology concepts, and application of software programs and hardware across the curriculum. in Career & Technical by 05/27/2016 as measured by observations by teachers and administrators, lesson plan documentation, implementation of the technology course of study, technology equipment check outs, and computer lab sign up sheets..

Strategy1:

Professional Development - Teachers will be provided professional development opportunities that include best practices for integrating the effective use of technology into the curriculum.

Category:

Research Cited:

Activity - Technology Concept/Operations Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given training and information dealing with teaching the technology course of study, technology concepts, systems and operations to enable them to teach students more effectively. Websites and sources of information will be shared in order to assist teachers in accomplishing this goal.	Professional Learning	10/07/2013	05/27/2016	\$0 - No Funding Required	Administrators, Media Specialist, Lead Teachers, Outside technology leaders

Strategy2:

Digital Resources - A variety of digital resources and equipment, which are appropriate for student use, will be provided to help teachers integrate the effective uses of technology concepts, systems and operations into the curriculum.

Category:

Research Cited:

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab at least twice a month to complete activities and assignments.	Technology	09/30/2013	05/27/2016	\$0 - No Funding Required	All classroom teachers

Activity - Classroom Computer Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use classroom computers on a daily basis to complete and share activities and assignments in small or large group settings or individually.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Technology Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach students about technology systems and operations as well as technology concepts and terminology. They will supervise students in the proper use of technology devices and resources in the classroom for large or small group use or individually and in the computer labs.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology devices and resources for instructional purposes and will teach students how to use computers and other digital tools.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency using technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation by 05/27/2016 as measured by administrative observations and lesson plan documentation.

Strategy1:

Teacher Professional Development - Professional Development in using technology equipment and resources will be given to all teachers during professional development days and half days and in after school sessions. Teachers will have opportunities and will be encouraged to participate in online training sessions dealing with learning how to be more efficient in using technology equipment and in accessing web based resources to better help students achieve success in meeting the requirements of common core standards.

Category:

Research Cited:

Activity - Smart Board Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who have become more proficient in using the Smart Board and Smart Board activities will share their expertise in professional development sessions in order to help all teachers become more proficient in using the Smart Board. This will take place at a monthly technology professional development time after school and may be supplemented as necessary through requests and based on administrator observations.	Professional Learning	09/30/2013	05/27/2016	\$0 - No Funding Required	Teachers who have expertise in using the Smart Board and activities related to the Smart Board including Teresa Littlejohn, Emily Gregory, Tracy Edmondson, Joey Robinson and Diane Seamon.

Activity - Technology Resource Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information dealing with using web resources, such as Performance Series, Achievement Series, Accelerated Reader, Discovery Education and Brain Pop, to aid in student learning and remediation will be taught to teachers and administrators onsite during after-school technology learning sessions in the Media Center and/or during school in professional development settings during the day or on District level Professional Development days.	Professional Learning	09/16/2013	05/27/2016	\$0 - No Funding Required	Performance Series Trainer Lead Teachers Administrators

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior in being able to access the network wirelessly throughout the building by 05/29/2015 as measured by teachers being able to access the Internet wirelessly.

Strategy1:

Install WAP in Ceilings - Managed Wireless Access Points will be installed in the ceilings throughout the building to give all teachers and students equitable wireless access to our network.

Category:

Research Cited:

Activity - Install WAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Managed wireless system will be installed in Pine Level Elementary School. Our county technology technicians will install the wireless access points as time permits.	Other	08/05/2013	05/29/2015	\$1000 - Title I Part D	Autauga County Technology Department Staff.

Goal 4:

Students will gather evidence from literary and informational texts in order to seek deeper understanding of complex texts.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/20/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age..

Strategy1:

Lesson Design - Teachers will design lessons to include discussions in which students must find evidence in the text across content areas.

Lesson plans will be uploaded into Google Drive for administrators to verify.

Category:

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly teach students to reread and reference other texts to answer questions. Teachers will utilize Close reading strategies.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Certified Staff

Activity - Think Aloud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model Think Alouds as he/she identifies evidence from various texts to answer questions.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Evidence-Based Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with opportunities to participate in evidence-based conversations using a variety of text across content areas.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Strategy2:

Best Practices - Teachers will implement best practices.

Category:

Research Cited:

Activity - Guided Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in locating evidence from texts through guided instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

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Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to go back and find evidence in the text during Read Alouds.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Measurable Objective 2:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering comprehension questions in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test and Performance Series assessment.

Strategy1:

Resources - Title I money will be used to purchase instructional-student classroom supplies. Ancillary materials (i.e. Close Reading with Paired Texts) will be used to support instruction.

Category:

Research Cited:

Activity - Close Reading with Paired Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close Reading with Paired Texts along with additional resources will be used to support reading comprehension. Teachers will use this resource to support instruction in critical thinking skills, text complexity, type of text, and text-dependent questions.	Academic Support Program	11/01/2015	05/20/2016	\$880 - Title I Part A	All Administrators and teachers

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase hardware to support instruction and learning. Computers, document cameras, Chromebooks will be purchased and available for use.	Technology	11/01/2015	05/27/2016	\$7500 - Title I Part A	Technology Coordinator and all Administrators

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase reading resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$4014 - Title I Part A	All Administrators

Strategy2:

Professional Development - Teachers will discuss use of informational text in order to improve standards-based instruction. Teachers will network with educators across district to gain teaching ideas and practices that address the reading goal identified through the PLES Needs Assessment.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and

Steve Fleming (November 2012)

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level meetings and monthly data meetings to facilitate professional growth. Teachers will reflect and evaluate instructional practices.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Focus on CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards. Teachers will post standards in classroom and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	All certified staff will discuss and post standards for their grade level, department or resource area.

Activity - Administrator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will attend CLAS Annual Conference. Administrators will select break-out sessions that support understanding of CCRS and reading comprehension-especially informational texts. Administrators will use information gained for instructional leadership. Breakdown of Expenses is as follows: Out-of-County Travel-\$2530.98 Registration-\$800	Professional Learning	06/13/2016	06/15/2016	\$3117 - Title II Part A	All Administrators

Measurable Objective 3:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in fluency and critical thinking skills in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Highly Qualified Teachers - Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows:

Salaries (3.5 teachers): \$139,132.50

Substitute pay:\$1,592.5

Category:

Research Cited:

Activity - Hire Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows: Salaries (3.5 teachers): \$139,132.50 Substitute pay:\$1,592.50	Recruitment and Retention	08/03/2015	05/27/2016	\$200919 - Title I Part A	Administrators

Measurable Objective 4:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in identifying literary and informational texts in Reading by 05/20/2016 as measured by teacher observation and anecdotal notes..

Strategy1:

Text Identification - Students will identify literary and informational texts across content areas within the classroom and school.

Category:

Research Cited: The Critical Role of Text Complexity in Teaching Children to Read by Fountas and Pinnell (July 2014)

Activity - School Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify literary and informational texts and their locations within the school library.	Academic Support Program	08/31/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Classroom Libraries	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify both literary and informational texts (excluding textbooks) that are located with the classroom libraries.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	Certified staff

Activity - Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Goal 5:

Students will demonstrate fluency (speed and accuracy) as they apply math concepts and knowledge.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by

05/20/2016 as measured by Pearson Math End of Year test, Mastering Math Facts and Performance Series.

Strategy1:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Post Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will post standards for their grade level, department or resource area.

Activity - Grade Level And Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Math Pacing Guide during grade level and monthly data meetings.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and discuss CCRS during district and local in-service opportunities as well as grade level meetings..	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	Teachers

Measurable Objective 2:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/27/2016 as measured by Mastering Math Facts program.

Strategy1:

Mastering Math Facts - Teachers will implement the Mastering Math Facts program each day to build speed and accuracy.

Category:

Research Cited:

Activity - Program Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prepare materials and distribute to classes and resupply as needed.	Academic Support Program	08/07/2015	05/20/2016	\$1500 - Title I Part A	Title I Teachers

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Activity - Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development and support for program implementation.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Title I Teachers

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase math resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$0 - Title I Part A	All Administrators

Activity - Designated Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will designate thirty minutes (once routine is established) of instructional time to implement intervention and enrichment daily.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Teachers

Measurable Objective 3:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in recognizing academic vocabulary contained in standards and across school environment in Mathematics by 05/20/2016 as measured by Teacher observations, discussions and anecdotal notes.

Strategy1:

Academic Vocabulary - Faculty and staff will teach academic vocabulary found in standards, in content areas and throughout the school environment.

Category:

Research Cited:

Activity - Post Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will display academic vocabulary in the classroom and throughout the school environment.	Academic Support Program	08/03/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Activity - School Announcements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic vocabulary will be emphasized through school announcements as appropriate.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All Administrators

Activity - CCRS Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify academic vocabulary in the CCRS and assist students in understanding it.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Measurable Objective 4:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in applying knowledge, concepts and skills in Mathematics by 05/20/2016 as measured by Performance Coach, Pearson Math End-of-Year test, Performance Series.

Strategy1:

Application of knowledge - Teachers will utilize supplemental resources, i.e. Performance Coach (grades 3-5), DOK Notebook, Smart Lessons, etc. to provide instruction and practice for math concepts and skills.

Category:

Research Cited: Research Matters / Teach Mathematics Right the First Time by Steve Leinwand and Steve Fleischman (September 2004)

Activity - Utilize Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use supplemental resources for whole group and small group instruction. Performance Coach, Achievement Series, Smart Lessons and additional resources will be incorporated into instruction to allow students to apply math knowledge, concepts and skills.	Direct Instruction	08/17/2015	05/27/2016	\$0 - Title I Part A	All Administrators and teachers

Goal 6:

Students will gather information from literary and informational texts in order to create constructed responses or make evidence-based arguments in writing.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in responding to journal prompts in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Teacher-made Assessments as appropriate for age, and District-wide Wide Formative Writing Assessments..

Strategy1:

Content Area Journals - Teachers will implement use of journals across content areas. Teachers will conference with students to provide explicit feedback.

Category:

Research Cited:

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement use of journals across content areas in order to strengthen writing proficiency.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Journals - Teachers will implement use of journals across content areas.

Category:

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model journal writing in whole group and small group instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Measurable Objective 2:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in understanding standards that require constructed responses based on evidence from the text in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Post Standards - Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards and what is being expected of students.

Category:

Research Cited:

Activity - Analyze Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Administrators and Teachers

Strategy2:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level and data meetings.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will review and discuss CCRS during district and local in-service opportunities	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Certified personnel and support staff

Measurable Objective 3:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in analyzing literary and informational mentor texts and respond in Writing by 05/20/2016 as measured by Scott Foresman End-of Year Test and Teacher-made Assessments as appropriate for age.

Strategy1:

Analyze text - Teacher and students will analyze a variety of mentor texts during whole and small instruction.

Category:

Research Cited:

Activity - Mentor Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will analyze mentor texts and examine vocabulary and word usage, sentence formation, mechanics as is appropriate for grade level. Rubrics will be utilized as appropriate.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Text-based Evidence - Teachers will design activities that require use of evidence from texts. Students will work cooperatively to identify evidence from text and discuss. Students will construct written responses that require evidence from text.

Category:

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model locating and using evidence from text to answer questions or respond to prompts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in cooperative assignments that require them to locate evidence from a variety of texts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Goal 7:

Maintain School Safety

Measurable Objective 1:

collaborate to address improving school safety by 05/27/2016 as measured by faculty review of safety procedures.

Strategy1:

Implement Safety Plan - All faculty and staff will review safety plans and procedures on a regular basis. Faculty and staff will participate in discussions regarding school safety.

Category:

Research Cited:

Activity - Operational Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement before and after school duty rosters to ensure student supervision. Monitor security cameras to ensure building security. Keep all exterior doors locked (except for gym). Use buzz-in system with camera at front door of school to monitor access into building. Faculty and staff will follow enrollment, check-out and car rider procedures. Provide picture identification for all staff. Require visitor sign-in and visitor sticker to gain access to building.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Strategy2:

Safety Plans - Faculty and staff will implement safety procedures to include practicing emergency drills. In-service opportunities regarding school safety will be scheduled throughout year.

Category:

Research Cited:

Activity - Safety Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Post emergency maps/routes in all locations where students are housed. Practice emergency drills throughout the year. Monitor safety procedures for effectiveness.	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Goal 8:

Implement Behavior Management

Measurable Objective 1:

collaborate to implement school-wide behavior management procedures by 05/27/2016 as measured by number of office referrals received .

Strategy1:

Partnering Adults with Students - Partnering Adults with Students (PAWS) will occur monthly (first Friday of each month from 2:00-2:30 p.m.) Students in grades 1-2 will meet with their homeroom teacher. Students in grades 3-5 will be divided and assigned to faculty members that

serve those grades. Students will learn about the Seven Habits of Happy Kids (based on 7 Habits of Highly Effective People) and other character building traits.

Category:

Research Cited:

Activity - PAWS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their assigned PAWS groups once each month.	Behavioral Support Program	10/02/2015	05/06/2016	\$0 - No Funding Required	All Administrators and teachers

Strategy2:

Implement Positive Behavior Support - All faculty and staff will implement positive behavior management techniques. High expectations for good behavior will be established and communicated. Teachers will establish classroom discipline plans. The Positive Behavior Support (PBS) and Discipline Committees will meet to discuss and analyze program effectiveness. Implement CARE CLUB before school for students.

Category:

Research Cited:

Activity - School-wide Behavior Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development in classroom management throughout the year (in data meetings or after school as scheduled). Provide Project Wisdom/character education information daily through morning announcements. Students will participate in announcements and restate the main idea of the Project Wisdom topic as a Thought for the Day. Post and implement classroom discipline procedures. Maintain use of Parent Contact Log. Utilize Student Behavior Report (SBR) as needed. Post and implement CLAW principles: C-Come prepared; L-Listen and learn; A-Act respectfully; W-Work hard throughout school environment. All students will recite CLAW as part of morning announcements. Implement CARE CLUB before school for selected students.	Behavioral Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Goal 9:

Promote Attendance

Measurable Objective 1:

collaborate to address student attendance by 05/27/2016 as measured by number of student absences .

Strategy1:

Achieving Excellence in Attendance - School staff will team up with parents to acknowledge and reward attendance. Bulletin board displays, special activities and treats will be utilized as students are recognized for good attendance.

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Category:

Research Cited:

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, faculty and parents collaborate to motivate and recognize student attendance. At the end of the month, special recognition is made through an activity or treats. Most activities/treats correspond with seasonal activities already in place at school.	Policy and Process	08/12/2015	05/27/2016	\$500 - Other	Faculty and staff as appropriate

Activity - September-A+/100% Attendance Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
September is designated as A+/100% Attendance Month. Classes and students are recognized for perfect attendance. Parent volunteers distribute treats, no homework passes and other items to reward students during the month. At the end of September, the school hosts an fun day to acknowledge good attendance. Faculty and staff prepare numerous activities and parents send in treats. P.E. teachers host a Jam Session (Wii dance) in the gym during each grade's physical education block or at a designated date and time.	Policy and Process	08/12/2015	09/30/2015	\$0 - No Funding Required	All faculty and staff as appropriate

Strategy2:

Maintain and communicate student attendance - Faculty and staff will utilize INOW to maintain attendance records. INOW automated system will contact parents daily regarding student absences. Administrators will contact parents regarding student attendance. The importance of attendance is discussed at all parent gatherings. A district liaison will meet with parents whose students have attendance issues. PBS and Discipline Committees will meet to generate ideas to promote and reward attendance.

Category:

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 2006)

Activity - Maintain Attendance Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will record attendance in INOW. All notes for student absences will be sent to office, logged as excused or unexcused by data entry personnel and kept on file. Families will be notified regarding student attendance via automated system, administrators and counselors.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	Homeroom teachers, office staff, counselors and administrators

Goal 10:

All students will become proficient writers.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th

Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in meeting or exceeding grade level standards in Writing by 05/20/2016 as measured by a rubric aligned to College and Career Ready Standards.

Strategy1:

Writing Across the Curriculum - Autauga County Schools will implement an integrated continuum of writing in grades K-12. The implementation of this strategy will be a two pronged process, involving both students and teachers. Teachers will participate in ongoing professional development related to writing across the curriculum, depth-of-knowledge levels, and the effective use of rubrics to assess student writing. All elementary teachers have been provided with copies of the 6-1 Traits of Writing book. Secondary teachers will utilize materials from ACT and Webb's Depth of Knowledge research. Writing prompts specific for each grade level will be distributed to all students four times throughout the school year. Daily instruction in writing will be provided across all content areas. Such instruction will focus on the conventions of grammar, syntax, word usage, mechanics, style and tone. Students will be expected to become competent writers within the modes of Persuasive/Argumentative, Analytical Expository, and Reflective Narrative Writing. Data collected from writing prompts at the beginning of the school year (baseline data) will be compared to data collected from writing prompts at the end of the school year.

Category:

Research Cited: 6+1 Traits of Writing: The Complete Guide Grades 3 and Up by Ruth Culham

6+1 Traits of Writing: The Complete Guide for the Primary Grades by Ruth Culham

Depth of Knowledge Levels for Four Content Areas by Norman Webb

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing PD on writing instruction and on the use of rubrics in assessing student writing	Professional Learning	08/06/2015	05/20/2016	\$0 - No Funding Required	LEA staff and funds

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Second, Third, Fourth and Fifth grade students will demonstrate a behavior of creative and thinking expertise and effective collaborative communication skills by developing innovative student work products using technology in a variety of learning environments across the curriculum including in Science by 05/27/2016 as measured by project rubrics or assessments.

Strategy1:

Project Based Learning - 2nd through 5th grade classes will implement project-based learning focusing upon STEM and integration of other subjects.

Category:

Research Cited:

Activity - Project Based Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by qualified trainers to prepare teachers to plan and implement PBL strategies	Professional Learning	10/14/2013	05/27/2016	\$0 - No Funding Required	Cathy Loftin and administrative team members.

Strategy2:

PBL Team Leader Meeting - Teachers will work in groups with PBL leaders to locate and share digital content and resources as well as plan projects.

Category:

Research Cited:

Activity - Student PBL Presentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide and grade level sharing of work products completed by students.	Other	09/22/2014	05/27/2016	\$0 - No Funding Required	Administrators and classroom teachers.

Measurable Objective 2:

90% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding technology concepts, and application of software programs and hardware across the curriculum. in Career & Technical by 05/27/2016 as measured by observations by teachers and administrators, lesson plan documentation, implementation of the technology course of study, technology equipment check outs, and computer lab sign up sheets..

Strategy1:

Professional Development - Teachers will be provided professional development opportunities that include best practices for integrating the effective use of technology into the curriculum.

Category:

Research Cited:

Activity - Technology Concept/Operations Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given training and information dealing with teaching the technology course of study, technology concepts, systems and operations to enable them to teach students more effectively. Websites and sources of information will be shared in order to assist teachers in accomplishing this goal.	Professional Learning	10/07/2013	05/27/2016	\$0 - No Funding Required	Administrators, Media Specialist, Lead Teachers, Outside technology leaders

Strategy2:

Digital Resources - A variety of digital resources and equipment, which are appropriate for student use, will be provided to help teachers integrate the effective uses of technology concepts, systems and operations into the curriculum.

Category:

Research Cited:

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab at least twice a month to complete activities and assignments.	Technology	09/30/2013	05/27/2016	\$0 - No Funding Required	All classroom teachers

Activity - Classroom Computer Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use classroom computers on a daily basis to complete and share activities and assignments in small or large group settings or individually.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Technology Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach students about technology systems and operations as well as technology concepts and terminology. They will supervise students in the proper use of technology devices and resources in the classroom for large or small group use or individually and in the computer labs.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology devices and resources for instructional purposes and will teach students how to use computers and other digital tools.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency using technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation by 05/27/2016 as measured by administrative observations and lesson plan documentation.

Strategy1:

Teacher Professional Development - Professional Development in using technology equipment and resources will be given to all teachers during professional development days and half days and in after school sessions. Teachers will have opportunities and will be encouraged to participate in online training sessions dealing with learning how to be more efficient in using technology equipment and in accessing web based resources to better help students achieve success in meeting the requirements of common core standards.

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Pine Level Elementary School

Category:

Research Cited:

Activity - Smart Board Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who have become more proficient in using the Smart Board and Smart Board activities will share their expertise in professional development sessions in order to help all teachers become more proficient in using the Smart Board. This will take place at a monthly technology professional development time after school and may be supplemented as necessary through requests and based on administrator observations.	Professional Learning	09/30/2013	05/27/2016	\$0 - No Funding Required	Teachers who have expertise in using the Smart Board and activities related to the Smart Board including Teresa Littlejohn, Emily Gregory, Tracy Edmondson, Joey Robinson and Diane Seamon.

Activity - Technology Resource Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information dealing with using web resources, such as Performance Series, Achievement Series, Accelerated Reader, Discovery Education and Brain Pop, to aid in student learning and remediation will be taught to teachers and administrators onsite during after-school technology learning sessions in the Media Center and/or during school in professional development settings during the day or on District level Professional Development days.	Professional Learning	09/16/2013	05/27/2016	\$0 - No Funding Required	Performance Series Trainer Lead Teachers Administrators

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior in being able to access the network wirelessly throughout the building by 05/29/2015 as measured by teachers being able to access the Internet wirelessly.

Strategy1:

Install WAP in Ceilings - Managed Wireless Access Points will be installed in the ceilings throughout the building to give all teachers and students equitable wireless access to our network.

Category:

Research Cited:

Activity - Install WAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Managed wireless system will be installed in Pine Level Elementary School. Our county technology technicians will install the wireless access points as time permits.	Other	08/05/2013	05/29/2015	\$1000 - Title I Part D	Autauga County Technology Department Staff.

Goal 4:

Students will gather evidence from literary and informational texts in order to seek deeper understanding of complex texts.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/20/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age..

Strategy1:

Lesson Design - Teachers will design lessons to include discussions in which students must find evidence in the text across content areas.

Lesson plans will be uploaded into Google Drive for administrators to verify.

Category:

Research Cited:

Activity - Evidence-Based Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with opportunities to participate in evidence-based conversations using a variety of text across content areas.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly teach students to reread and reference other texts to answer questions. Teachers will utilize Close reading strategies.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Certified Staff

Activity - Think Aloud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model Think Alouds as he/she identifies evidence from various texts to answer questions.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Strategy2:

Best Practices - Teachers will implement best practices.

Category:

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to go back and find evidence in the text during Read Alouds.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

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Activity - Guided Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in locating evidence from texts through guided instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

Measurable Objective 2:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering comprehension questions in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test and Performance Series assessment.

Strategy1:

Resources - Title I money will be used to purchase instructional-student classroom supplies. Ancillary materials (i.e. Close Reading with Paired Texts) will be used to support instruction.

Category:

Research Cited:

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase reading resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$4014 - Title I Part A	All Administrators

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase hardware to support instruction and learning. Computers, document cameras, Chromebooks will be purchased and available for use.	Technology	11/01/2015	05/27/2016	\$7500 - Title I Part A	Technology Coordinator and all Administrators

Activity - Close Reading with Paired Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close Reading with Paired Texts along with additional resources will be used to support reading comprehension. Teachers will use this resource to support instruction in critical thinking skills, text complexity, type of text, and text-dependent questions.	Academic Support Program	11/01/2015	05/20/2016	\$880 - Title I Part A	All Administrators and teachers

Strategy2:

Professional Development - Teachers will discuss use of informational text in order to improve standards-based instruction. Teachers will network with educators across district to gain teaching ideas and practices that address the reading goal identified through the PLES Needs Assessment.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level meetings and monthly data meetings to facilitate professional growth. Teachers will reflect and evaluate instructional practices.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Administrator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will attend CLAS Annual Conference. Administrators will select break-out sessions that support understanding of CCRS and reading comprehension-especially informational texts. Administrators will use information gained for instructional leadership. Breakdown of Expenses is as follows: Out-of-County Travel-\$2530.98 Registration-\$800	Professional Learning	06/13/2016	06/15/2016	\$3117 - Title II Part A	All Administrators

Activity - Focus on CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards. Teachers will post standards in classroom and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	All certified staff will discuss and post standards for their grade level, department or resource area.

Measurable Objective 3:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in identifying literary and informational texts in Reading by 05/20/2016 as measured by teacher observation and anecdotal notes..

Strategy1:

Text Identification - Students will identify literary and informational texts across content areas within the classroom and school.

Category:

Research Cited: The Critical Role of Text Complexity in Teaching Children to Read by Fountas and Pinnell (July 2014)

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Activity - School Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify literary and informational texts and their locations within the school library.	Academic Support Program	08/31/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Classroom Libraries	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify both literary and informational texts (excluding textbooks) that are located with the classroom libraries.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	Certified staff

Measurable Objective 4:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in fluency and critical thinking skills in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Highly Qualified Teachers - Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows:

Salaries (3.5 teachers): \$139,132.50

Substitute pay:\$1,592.5

Category:

Research Cited:

Activity - Hire Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows: Salaries (3.5 teachers): \$139,132.50 Substitute pay:\$1,592.50	Recruitment and Retention	08/03/2015	05/27/2016	\$200919 - Title I Part A	Administrators

Goal 5:

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Students will demonstrate fluency (speed and accuracy) as they apply math concepts and knowledge.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/27/2016 as measured by Mastering Math Facts program.

Strategy1:

Mastering Math Facts - Teachers will implement the Mastering Math Facts program each day to build speed and accuracy.

Category:

Research Cited:

Activity - Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development and support for program implementation.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Title I Teachers

Activity - Program Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prepare materials and distribute to classes and resupply as needed.	Academic Support Program	08/07/2015	05/20/2016	\$1500 - Title I Part A	Title I Teachers

Activity - Designated Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will designate thirty minutes (once routine is established) of instructional time to implement intervention and enrichment daily.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Teachers

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase math resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$0 - Title I Part A	All Administrators

Measurable Objective 2:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/20/2016 as measured by Pearson Math End of Year test, Mastering Math Facts and Performance Series.

Strategy1:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and discuss CCRS during district and local in-service opportunities as well as grade level meetings..	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	Teachers

Activity - Grade Level And Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Math Pacing Guide during grade level and monthly data meetings.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Post Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will post standards for their grade level, department or resource area.

Measurable Objective 3:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in applying knowledge, concepts and skills in Mathematics by 05/20/2016 as measured by Performance Coach, Pearson Math End-of-Year test, Performance Series.

Strategy1:

Application of knowledge - Teachers will utilize supplemental resources, i.e. Performance Coach (grades 3-5), DOK Notebook, Smart Lessons, etc. to provide instruction and practice for math concepts and skills.

Category:

Research Cited: Research Matters / Teach Mathematics Right the First Time by Steve Leinwand and Steve Fleischman (September 2004)

Activity - Utilize Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use supplemental resources for whole group and small group instruction. Performance Coach, Achievement Series, Smart Lessons and additional resources will be incorporated into instruction to allow students to apply math knowledge, concepts and skills.	Direct Instruction	08/17/2015	05/27/2016	\$0 - Title I Part A	All Administrators and teachers

Measurable Objective 4:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in recognizing academic

vocabulary contained in standards and across school environment in Mathematics by 05/20/2016 as measured by Teacher observations, discussions and anecdotal notes.

Strategy1:

Academic Vocabulary - Faculty and staff will teach academic vocabulary found in standards, in content areas and throughout the school environment.

Category:

Research Cited:

Activity - CCRS Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify academic vocabulary in the CCRS and assist students in understanding it.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Activity - Post Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will display academic vocabulary in the classroom and throughout the school environment.	Academic Support Program	08/03/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Activity - School Announcements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic vocabulary will be emphasized through school announcements as appropriate.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All Administrators

Goal 6:

Students will gather information from literary and informational texts in order to create constructed responses or make evidence-based arguments in writing.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in responding to journal prompts in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Teacher-made Assessments as appropriate for age, and District-wide Wide Formative Writing Assessments..

Strategy1:

Journals - Teachers will implement use of journals across content areas.

Category:

Research Cited:

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Pine Level Elementary School

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model journal writing in whole group and small group instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Content Area Journals - Teachers will implement use of journals across content areas. Teachers will conference with students to provide explicit feedback.

Category:

Research Cited:

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement use of journals across content areas in order to strengthen writing proficiency.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Measurable Objective 2:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in analyzing literary and informational mentor texts and respond in Writing by 05/20/2016 as measured by Scott Foresman End-of Year Test and Teacher-made Assessments as appropriate for age.

Strategy1:

Text-based Evidence - Teachers will design activities that require use of evidence from texts. Students will work cooperatively to identify evidence from text and discuss. Students will construct written responses that require evidence from text.

Category:

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model locating and using evidence from text to answer questions or respond to prompts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in cooperative assignments that require them to locate evidence from a variety of texts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Analyze text - Teacher and students will analyze a variety of mentor texts during whole and small instruction.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - Mentor Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will analyze mentor texts and examine vocabulary and word usage, sentence formation, mechanics as is appropriate for grade level. Rubrics will be utilized as appropriate.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Measurable Objective 3:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in understanding standards that require constructed responses based on evidence from the text in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will review and discuss CCRS during district and local in-service opportunities	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Certified personnel and support staff

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level and data meetings.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Strategy2:

Post Standards - Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards and what is being expected of students.

Category:

Research Cited:

Activity - Analyze Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Administrators and Teachers

Goal 7:

Maintain School Safety

Measurable Objective 1:

collaborate to address improving school safety by 05/27/2016 as measured by faculty review of safety procedures.

Strategy1:

Implement Safety Plan - All faculty and staff will review safety plans and procedures on a regular basis. Faculty and staff will participate in discussions regarding school safety.

Category:

Research Cited:

Activity - Operational Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement before and after school duty rosters to ensure student supervision. Monitor security cameras to ensure building security. Keep all exterior doors locked (except for gym). Use buzz-in system with camera at front door of school to monitor access into building. Faculty and staff will follow enrollment, check-out and car rider procedures. Provide picture identification for all staff. Require visitor sign-in and visitor sticker to gain access to building.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Strategy2:

Safety Plans - Faculty and staff will implement safety procedures to include practicing emergency drills. In-service opportunities regarding school safety will be scheduled throughout year.

Category:

Research Cited:

Activity - Safety Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Post emergency maps/routes in all locations where students are housed. Practice emergency drills throughout the year. Monitor safety procedures for effectiveness.	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Goal 8:

Implement Behavior Management

Measurable Objective 1:

collaborate to implement school-wide behavior management procedures by 05/27/2016 as measured by number of office referrals received .

Strategy1:

Implement Positive Behavior Support - All faculty and staff will implement positive behavior management techniques. High expectations for good behavior will be established and communicated. Teachers will establish classroom discipline plans. The Positive Behavior Support (PBS) and Discipline Committees will meet to discuss and analyze program effectiveness. Implement CARE CLUB before school for students.

Category:

Research Cited:

Activity - School-wide Behavior Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development in classroom management throughout the year (in data meetings or after school as scheduled). Provide Project Wisdom/character education information daily through morning announcements. Students will participate in announcements and restate the main idea of the Project Wisdom topic as a Thought for the Day. Post and implement classroom discipline procedures. Maintain use of Parent Contact Log. Utilize Student Behavior Report (SBR) as needed. Post and implement CLAW principles: C-Come prepared; L-Listen and learn; A-Act respectfully; W-Work hard throughout school environment. All students will recite CLAW as part of morning announcements. Implement CARE CLUB before school for selected students.	Behavioral Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Strategy2:

Partnering Adults with Students - Partnering Adults with Students (PAWS) will occur monthly (first Friday of each month from 2:00-2:30 p.m.) Students in grades 1-2 will meet with their homeroom teacher. Students in grades 3-5 will be divided and assigned to faculty members that serve those grades. Students will learn about the Seven Habits of Happy Kids (based on 7 Habits of Highly Effective People) and other character building traits.

Category:

Research Cited:

Activity - PAWS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their assigned PAWS groups once each month.	Behavioral Support Program	10/02/2015	05/06/2016	\$0 - No Funding Required	All Administrators and teachers

Goal 9:

Promote Attendance

Measurable Objective 1:

collaborate to address student attendance by 05/27/2016 as measured by number of student absences .

Strategy1:

Achieving Excellence in Attendance - School staff will team up with parents to acknowledge and reward attendance. Bulletin board displays, special activities and treats will be utilized as students are recognized for good attendance.

Category:

Research Cited:

Activity - September-A+/100% Attendance Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
September is designated as A+/100% Attendance Month. Classes and students are recognized for perfect attendance. Parent volunteers distribute treats, no homework passes and other items to reward students during the month. At the end of September, the school hosts a fun day to acknowledge good attendance. Faculty and staff prepare numerous activities and parents send in treats. P.E. teachers host a Jam Session (Wii dance) in the gym during each grade's physical education block or at a designated date and time.	Policy and Process	08/12/2015	09/30/2015	\$0 - No Funding Required	All faculty and staff as appropriate

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, faculty and parents collaborate to motivate and recognize student attendance. At the end of the month, special recognition is made through an activity or treats. Most activities/treats correspond with seasonal activities already in place at school.	Policy and Process	08/12/2015	05/27/2016	\$500 - Other	Faculty and staff as appropriate

Strategy2:

Maintain and communicate student attendance - Faculty and staff will utilize INOW to maintain attendance records. INOW automated system will contact parents daily regarding student absences. Administrators will contact parents regarding student attendance. The importance of attendance is discussed at all parent gatherings. A district liaison will meet with parents whose students have attendance issues. PBS and Discipline Committees will meet to generate ideas to promote and reward attendance.

Category:

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 2006)

Activity - Maintain Attendance Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will record attendance in INOW. All notes for student absences will be sent to office, logged as excused or unexcused by data entry personnel and kept on file. Families will be notified regarding student attendance via automated system, administrators and counselors.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	Homeroom teachers, office staff, counselors and administrators

Goal 10:

All students will become proficient writers.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in meeting or exceeding grade level standards in Writing by 05/20/2016 as measured by a rubric aligned to College and Career Ready Standards.

Strategy1:

Writing Across the Curriculum - Autauga County Schools will implement an integrated continuum of writing in grades K-12. The implementation of this strategy will be a two pronged process, involving both students and teachers. Teachers will participate in ongoing professional development related to writing across the curriculum, depth-of-knowledge levels, and the effective use of rubrics to assess student writing. All elementary teachers have been provided with copies of the 6-1 Traits of Writing book. Secondary teachers will utilize materials from ACT and Webb's Depth of Knowledge research. Writing prompts specific for each grade level will be distributed to all students four times throughout the school year. Daily instruction in writing will be provided across all content areas. Such instruction will focus on the conventions of grammar, syntax, word usage, mechanics, style and tone. Students will be expected to become competent writers within the modes of Persuasive/Argumentative, Analytical Expository, and Reflective Narrative Writing. Data collected from writing prompts at the beginning of the school year (baseline data) will be compared to data collected from writing prompts at the end of the school year.

Category:

Research Cited: 6+1 Traits of Writing: The Complete Guide Grades 3 and Up by Ruth Culham

6+1 Traits of Writing: The Complete Guide for the Primary Grades by Ruth Culham

Depth of Knowledge Levels for Four Content Areas by Norman Webb

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing PD on writing instruction and on the use of rubrics in assessing student writing	Professional Learning	08/06/2015	05/20/2016	\$0 - No Funding Required	LEA staff and funds

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding technology concepts, and application of software programs and hardware across the curriculum. in Career & Technical by 05/27/2016 as measured by

observations by teachers and administrators, lesson plan documentation, implementation of the technology course of study, technology equipment check outs, and computer lab sign up sheets..

Strategy1:

Professional Development - Teachers will be provided professional development opportunities that include best practices for integrating the effective use of technology into the curriculum.

Category:

Research Cited:

Activity - Technology Concept/Operations Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given training and information dealing with teaching the technology course of study, technology concepts, systems and operations to enable them to teach students more effectively. Websites and sources of information will be shared in order to assist teachers in accomplishing this goal.	Professional Learning	10/07/2013	05/27/2016	\$0 - No Funding Required	Administrators, Media Specialist, Lead Teachers, Outside technology leaders

Strategy2:

Digital Resources - A variety of digital resources and equipment, which are appropriate for student use, will be provided to help teachers integrate the effective uses of technology concepts, systems and operations into the curriculum.

Category:

Research Cited:

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab at least twice a month to complete activities and assignments.	Technology	09/30/2013	05/27/2016	\$0 - No Funding Required	All classroom teachers

Activity - Technology Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach students about technology systems and operations as well as technology concepts and terminology. They will supervise students in the proper use of technology devices and resources in the classroom for large or small group use or individually and in the computer labs.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Classroom Computer Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use classroom computers on a daily basis to complete and share activities and assignments in small or large group settings or individually.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

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Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology devices and resources for instructional purposes and will teach students how to use computers and other digital tools.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Measurable Objective 2:

90% of Second, Third, Fourth and Fifth grade students will demonstrate a behavior of creative and thinking expertise and effective collaborative communication skills by developing innovative student work products using technology in a variety of learning environments across the curriculum including in Science by 05/27/2016 as measured by project rubrics or assessments.

Strategy1:

PBL Team Leader Meeting - Teachers will work in groups with PBL leaders to locate and share digital content and resources as well as plan projects.

Category:

Research Cited:

Activity - Student PBL Presentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide and grade level sharing of work products completed by students.	Other	09/22/2014	05/27/2016	\$0 - No Funding Required	Administrators and classroom teachers.

Strategy2:

Project Based Learning - 2nd through 5th grade classes will implement project-based learning focusing upon STEM and integration of other subjects.

Category:

Research Cited:

Activity - Project Based Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by qualified trainers to prepare teachers to plan and implement PBL strategies	Professional Learning	10/14/2013	05/27/2016	\$0 - No Funding Required	Cathy Loftin and administrative team members.

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency using technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation by 05/27/2016 as measured by administrative observations and lesson plan documentation.

Strategy1:

Teacher Professional Development - Professional Development in using technology equipment and resources will be given to all teachers during professional development days and half days and in after school sessions. Teachers will have opportunities and will be encouraged to participate in online training sessions dealing with learning how to be more efficient in using technology equipment and in accessing web based resources to better help students achieve success in meeting the requirements of common core standards.

Category:

Research Cited:

Activity - Technology Resource Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information dealing with using web resources, such as Performance Series, Achievement Series, Accelerated Reader, Discovery Education and Brain Pop, to aid in student learning and remediation will be taught to teachers and administrators onsite during after-school technology learning sessions in the Media Center and/or during school in professional development settings during the day or on District level Professional Development days.	Professional Learning	09/16/2013	05/27/2016	\$0 - No Funding Required	Performance Series Trainer Lead Teachers Administrators

Activity - Smart Board Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who have become more proficient in using the Smart Board and Smart Board activities will share their expertise in professional development sessions in order to help all teachers become more proficient in using the Smart Board. This will take place at a monthly technology professional development time after school and may be supplemented as necessary through requests and based on administrator observations.	Professional Learning	09/30/2013	05/27/2016	\$0 - No Funding Required	Teachers who have expertise in using the Smart Board and activities related to the Smart Board including Teresa Littlejohn, Emily Gregory, Tracy Edmondson, Joey Robinson and Diane Seamon.

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior in being able to access the network wirelessly throughout the building by 05/29/2015 as measured by teachers being able to access the Internet wirelessly.

Strategy1:

Install WAP in Ceilings - Managed Wireless Access Points will be installed in the ceilings throughout the building to give all teachers and students equitable wireless access to our network.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - Install WAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Managed wireless system will be installed in Pine Level Elementary School. Our county technology technicians will install the wireless access points as time permits.	Other	08/05/2013	05/29/2015	\$1000 - Title I Part D	Autauga County Technology Department Staff.

Goal 4:

Students will gather evidence from literary and informational texts in order to seek deeper understanding of complex texts.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in fluency and critical thinking skills in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Highly Qualified Teachers - Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows:

Salaries (3.5 teachers): \$139,132.50

Substitute pay:\$1,592.5

Category:

Research Cited:

Activity - Hire Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows: Salaries (3.5 teachers): \$139,132.50 Substitute pay:\$1,592.50	Recruitment and Retention	08/03/2015	05/27/2016	\$200919 - Title I Part A	Administrators

Measurable Objective 2:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering comprehension questions in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test and Performance Series assessment.

Strategy1:

Resources - Title I money will be used to purchase instructional-student classroom supplies. Ancillary materials (i.e. Close Reading with

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Pine Level Elementary School

Paired Texts) will be used to support instruction.

Category:

Research Cited:

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase reading resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$4014 - Title I Part A	All Administrators

Activity - Close Reading with Paired Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close Reading with Paired Texts along with additional resources will be used to support reading comprehension. Teachers will use this resource to support instruction in critical thinking skills, text complexity, type of text, and text-dependent questions.	Academic Support Program	11/01/2015	05/20/2016	\$880 - Title I Part A	All Administrators and teachers

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase hardware to support instruction and learning. Computers, document cameras, Chromebooks will be purchased and available for use.	Technology	11/01/2015	05/27/2016	\$7500 - Title I Part A	Technology Coordinator and all Administrators

Strategy2:

Professional Development - Teachers will discuss use of informational text in order to improve standards-based instruction. Teachers will network with educators across district to gain teaching ideas and practices that address the reading goal identified through the PLES Needs Assessment.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level meetings and monthly data meetings to facilitate professional growth. Teachers will reflect and evaluate instructional practices.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Administrator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will attend CLAS Annual Conference. Administrators will select break-out sessions that support understanding of CCRS and reading comprehension-especially informational texts. Administrators will use information gained for instructional leadership. Breakdown of Expenses is as follows: Out-of-County Travel-\$2530.98 Registration-\$800	Professional Learning	06/13/2016	06/15/2016	\$3117 - Title II Part A	All Administrators

Activity - Focus on CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards. Teachers will post standards in classroom and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	All certified staff will discuss and post standards for their grade level, department or resource area.

Measurable Objective 3:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/20/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age..

Strategy1:

Best Practices - Teachers will implement best practices.

Category:

Research Cited:

Activity - Guided Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in locating evidence from texts through guided instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to go back and find evidence in the text during Read Alouds.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Strategy2:

Lesson Design - Teachers will design lessons to include discussions in which students must find evidence in the text across content areas.

Lesson plans will be uploaded into Google Drive for administrators to verify.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly teach students to reread and reference other texts to answer questions. Teachers will utilize Close reading strategies.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Certified Staff

Activity - Think Aloud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model Think Alouds as he/she identifies evidence from various texts to answer questions.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Evidence-Based Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with opportunities to participate in evidence-based conversations using a variety of text across content areas.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Measurable Objective 4:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in identifying literary and informational texts in Reading by 05/20/2016 as measured by teacher observation and anecdotal notes..

Strategy1:

Text Identification - Students will identify literary and informational texts across content areas within the classroom and school.

Category:

Research Cited: The Critical Role of Text Complexity in Teaching Children to Read by Fountas and Pinnell (July 2014)

Activity - School Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify literary and informational texts and their locations within the school library.	Academic Support Program	08/31/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Classroom Libraries	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify both literary and informational texts (excluding textbooks) that are located with the classroom libraries.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	Certified staff

Activity - Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Goal 5:

Students will demonstrate fluency (speed and accuracy) as they apply math concepts and knowledge.

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in applying knowledge, concepts and skills in Mathematics by 05/20/2016 as measured by Performance Coach, Pearson Math End-of-Year test, Performance Series.

Strategy1:

Application of knowledge - Teachers will utilize supplemental resources, i.e. Performance Coach (grades 3-5), DOK Notebook, Smart Lessons, etc. to provide instruction and practice for math concepts and skills.

Category:

Research Cited: Research Matters / Teach Mathematics Right the First Time by Steve Leinwand and Steve Fleischman (September 2004)

Activity - Utilize Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use supplemental resources for whole group and small group instruction. Performance Coach, Achievement Series, Smart Lessons and additional resources will be incorporated into instruction to allow students to apply math knowledge, concepts and skills.	Direct Instruction	08/17/2015	05/27/2016	\$0 - Title I Part A	All Administrators and teachers

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in recognizing academic vocabulary contained in standards and across school environment in Mathematics by 05/20/2016 as measured by Teacher observations, discussions and anecdotal notes.

Strategy1:

Academic Vocabulary - Faculty and staff will teach academic vocabulary found in standards, in content areas and throughout the school environment.

Category:

Research Cited:

Activity - Post Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will display academic vocabulary in the classroom and throughout the school environment.	Academic Support Program	08/03/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Activity - School Announcements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic vocabulary will be emphasized through school announcements as appropriate.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All Administrators

Activity - CCRS Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify academic vocabulary in the CCRS and assist students in understanding it.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Measurable Objective 3:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/20/2016 as measured by Pearson Math End of Year test, Mastering Math Facts and Performance Series.

Strategy1:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Grade Level And Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Math Pacing Guide during grade level and monthly data meetings.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Post Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will post standards for their grade level, department or resource area.

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and discuss CCRS during district and local in-service opportunities as well as grade level meetings..	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	Teachers

Measurable Objective 4:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/27/2016 as measured by Mastering Math Facts program.

Strategy1:

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Pine Level Elementary School

Mastering Math Facts - Teachers will implement the Mastering Math Facts program each day to build speed and accuracy.

Category:

Research Cited:

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase math resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$0 - Title I Part A	All Admiistrators

Activity - Program Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prepare materials and distribute to classes and resupply as needed.	Academic Support Program	08/07/2015	05/20/2016	\$1500 - Title I Part A	Title I Teachers

Activity - Designated Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will designate thirty minutes (once routine is established) of instructional time to implement intervention and enrichment daily.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development and support for program implementation.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Title I Teachers

Goal 6:

Students will gather information from literary and informational texts in order to create constructed responses or make evidence-based arguments in writing.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in responding to journal prompts in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Teacher-made Assessments as appropriate for age, and District-wide Wide Formative Writing Assessments..

Strategy1:

Content Area Journals - Teachers will implement use of journals across content areas. Teachers will conference with students to provide explicit feedback.

Category:

Research Cited:

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Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement use of journals across content areas in order to strengthen writing proficiency.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Journals - Teachers will implement use of journals across content areas.

Category:

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model journal writing in whole group and small group instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Measurable Objective 2:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in understanding standards that require constructed responses based on evidence from the text in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Post Standards - Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards and what is being expected of students.

Category:

Research Cited:

Activity - Analyze Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Administrators and Teachers

Strategy2:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

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Pine Level Elementary School

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level and data meetings.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will review and discuss CCRS during district and local in-service opportunities	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Certified personnel and support staff

Measurable Objective 3:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in analyzing literary and informational mentor texts and respond in Writing by 05/20/2016 as measured by Scott Foresman End-of Year Test and Teacher-made Assessments as appropriate for age.

Strategy1:

Analyze text - Teacher and students will analyze a variety of mentor texts during whole and small instruction.

Category:

Research Cited:

Activity - Mentor Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will analyze mentor texts and examine vocabulary and word usage, sentence formation, mechanics as is appropriate for grade level. Rubrics will be utilized as appropriate.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Text-based Evidence - Teachers will design activities that require use of evidence from texts. Students will work cooperatively to identify evidence from text and discuss. Students will construct written responses that require evidence from text.

Category:

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model locating and using evidence from text to answer questions or respond to prompts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

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Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in cooperative assignments that require them to locate evidence from a variety of texts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Goal 7:

Maintain School Safety

Measurable Objective 1:

collaborate to address improving school safety by 05/27/2016 as measured by faculty review of safety procedures.

Strategy1:

Safety Plans - Faculty and staff will implement safety procedures to include practicing emergency drills. In-service opportunities regarding school safety will be scheduled throughout year.

Category:

Research Cited:

Activity - Safety Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Post emergency maps/routes in all locations where students are housed. Practice emergency drills throughout the year. Monitor safety procedures for effectiveness.	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Strategy2:

Implement Safety Plan - All faculty and staff will review safety plans and procedures on a regular basis. Faculty and staff will participate in discussions regarding school safety.

Category:

Research Cited:

Activity - Operational Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement before and after school duty rosters to ensure student supervision. Monitor security cameras to ensure building security. Keep all exterior doors locked (except for gym). Use buzz-in system with camera at front door of school to monitor access into building. Faculty and staff will follow enrollment, check-out and car rider procedures. Provide picture identification for all staff. Require visitor sign-in and visitor sticker to gain access to building.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Goal 8:

Implement Behavior Management

Measurable Objective 1:

collaborate to implement school-wide behavior management procedures by 05/27/2016 as measured by number of office referrals received .

Strategy1:

Partnering Adults with Students - Partnering Adults with Students (PAWS) will occur monthly (first Friday of each month from 2:00-2:30 p.m.) Students in grades 1-2 will meet with their homeroom teacher. Students in grades 3-5 will be divided and assigned to faculty members that serve those grades. Students will learn about the Seven Habits of Happy Kids (based on 7 Habits of Highly Effective People) and other character building traits.

Category:

Research Cited:

Activity - PAWS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their assigned PAWS groups once each month.	Behavioral Support Program	10/02/2015	05/06/2016	\$0 - No Funding Required	All Administrators and teachers

Strategy2:

Implement Positive Behavior Support - All faculty and staff will implement positive behavior management techniques. High expectations for good behavior will be established and communicated. Teachers will establish classroom discipline plans. The Positive Behavior Support (PBS) and Discipline Committees will meet to discuss and analyze program effectiveness. Implement CARE CLUB before school for students.

Category:

Research Cited:

Activity - School-wide Behavior Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development in classroom management throughout the year (in data meetings or after school as scheduled). Provide Project Wisdom/character education information daily through morning announcements. Students will participate in announcements and restate the main idea of the Project Wisdom topic as a Thought for the Day. Post and implement classroom discipline procedures. Maintain use of Parent Contact Log. Utilize Student Behavior Report (SBR) as needed. Post and implement CLAW principles: C-Come prepared; L-Listen and learn; A-Act respectfully; W-Work hard throughout school environment. All students will recite CLAW as part of morning announcements. Implement CARE CLUB before school for selected students.	Behavioral Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Goal 9:

Promote Attendance

Measurable Objective 1:

collaborate to address student attendance by 05/27/2016 as measured by number of student absences .

Strategy1:

Maintain and communicate student attendance - Faculty and staff will utilize INOW to maintain attendance records. INOW automated system will contact parents daily regarding student absences. Administrators will contact parents regarding student attendance. The importance of attendance is discussed at all parent gatherings. A district liaison will meet with parents whose students have attendance issues. PBS and Discipline Committees will meet to generate ideas to promote and reward attendance.

Category:

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 2006)

Activity - Maintain Attendance Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will record attendance in INOW. All notes for student absences will be sent to office, logged as excused or unexcused by data entry personnel and kept on file. Families will be notified regarding student attendance via automated system, administrators and counselors.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	Homeroom teachers, office staff, counselors and administrators

Strategy2:

Achieving Excellence in Attendance - School staff will team up with parents to acknowledge and reward attendance. Bulletin board displays, special activities and treats will be utilized as students are recognized for good attendance.

Category:

Research Cited:

Activity - September-A+/100% Attendance Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
September is designated as A+/100% Attendance Month. Classes and students are recognized for perfect attendance. Parent volunteers distribute treats, no homework passes and other items to reward students during the month. At the end of September, the school hosts a fun day to acknowledge good attendance. Faculty and staff prepare numerous activities and parents send in treats. P.E. teachers host a Jam Session (Wii dance) in the gym during each grade's physical education block or at a designated date and time.	Policy and Process	08/12/2015	09/30/2015	\$0 - No Funding Required	All faculty and staff as appropriate

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, faculty and parents collaborate to motivate and recognize student attendance. At the end of the month, special recognition is made through an activity or treats. Most activities/treats correspond with seasonal activities already in place at school.	Policy and Process	08/12/2015	05/27/2016	\$500 - Other	Faculty and staff as appropriate

Goal 10:

All students will become proficient writers.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in meeting or exceeding grade level standards in Writing by 05/20/2016 as measured by a rubric aligned to College and Career Ready Standards.

Strategy1:

Writing Across the Curriculum - Autauga County Schools will implement an integrated continuum of writing in grades K-12. The implementation of this strategy will be a two pronged process, involving both students and teachers. Teachers will participate in ongoing professional development related to writing across the curriculum, depth-of-knowledge levels, and the effective use of rubrics to assess student writing. All elementary teachers have been provided with copies of the 6-1 Traits of Writing book. Secondary teachers will utilize materials from ACT and Webb's Depth of Knowledge research. Writing prompts specific for each grade level will be distributed to all students four times throughout the school year. Daily instruction in writing will be provided across all content areas. Such instruction will focus on the conventions of grammar, syntax, word usage, mechanics, style and tone. Students will be expected to become competent writers within the modes of Persuasive/Argumentative, Analytical Expository, and Reflective Narrative Writing. Data collected from writing prompts at the beginning of the school year (baseline data) will be compared to data collected from writing prompts at the end of the school year.

Category:

Research Cited: 6+1 Traits of Writing: The Complete Guide Grades 3 and Up by Ruth Culham

6+1 Traits of Writing: The Complete Guide for the Primary Grades by Ruth Culham

Depth of Knowledge Levels for Four Content Areas by Norman Webb

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing PD on writing instruction and on the use of rubrics in assessing student writing	Professional Learning	08/06/2015	05/20/2016	\$0 - No Funding Required	LEA staff and funds

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

Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Second, Third, Fourth and Fifth grade students will demonstrate a behavior of creative and thinking expertise and effective

collaborative communication skills by developing innovative student work products using technology in a variety of learning environments across the curriculum including in Science by 05/27/2016 as measured by project rubrics or assessments.

Strategy1:

Project Based Learning - 2nd through 5th grade classes will implement project-based learning focusing upon STEM and integration of other subjects.

Category:

Research Cited:

Activity - Project Based Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by qualified trainers to prepare teachers to plan and implement PBL strategies	Professional Learning	10/14/2013	05/27/2016	\$0 - No Funding Required	Cathy Loftin and administrative team members.

Strategy2:

PBL Team Leader Meeting - Teachers will work in groups with PBL leaders to locate and share digital content and resources as well as plan projects.

Category:

Research Cited:

Activity - Student PBL Presentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide and grade level sharing of work products completed by students.	Other	09/22/2014	05/27/2016	\$0 - No Funding Required	Administrators and classroom teachers.

Measurable Objective 2:

90% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding technology concepts, and application of software programs and hardware across the curriculum. in Career & Technical by 05/27/2016 as measured by observations by teachers and administrators, lesson plan documentation, implementation of the technology course of study, technology equipment check outs, and computer lab sign up sheets..

Strategy1:

Digital Resources - A variety of digital resources and equipment, which are appropriate for student use, will be provided to help teachers integrate the effective uses of technology concepts, systems and operations into the curriculum.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology devices and resources for instructional purposes and will teach students how to use computers and other digital tools.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Technology Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach students about technology systems and operations as well as technology concepts and terminology. They will supervise students in the proper use of technology devices and resources in the classroom for large or small group use or individually and in the computer labs.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Classroom Computer Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use classroom computers on a daily basis to complete and share activities and assignments in small or large group settings or individually.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab at least twice a month to complete activities and assignments.	Technology	09/30/2013	05/27/2016	\$0 - No Funding Required	All classroom teachers

Strategy2:

Professional Development - Teachers will be provided professional development opportunities that include best practices for integrating the effective use of technology into the curriculum.

Category:

Research Cited:

Activity - Technology Concept/Operations Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given training and information dealing with teaching the technology course of study, technology concepts, systems and operations to enable them to teach students more effectively. Websites and sources of information will be shared in order to assist teachers in accomplishing this goal.	Professional Learning	10/07/2013	05/27/2016	\$0 - No Funding Required	Administrators, Media Specialist, Lead Teachers, Outside technology leaders

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency using technology and digital resources to provide standards-based instruction and authentic learning activities in
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all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation by 05/27/2016 as measured by administrative observations and lesson plan documentation.

Strategy1:

Teacher Professional Development - Professional Development in using technology equipment and resources will be given to all teachers during professional development days and half days and in after school sessions. Teachers will have opportunities and will be encouraged to participate in online training sessions dealing with learning how to be more efficient in using technology equipment and in accessing web based resources to better help students achieve success in meeting the requirements of common core standards.

Category:

Research Cited:

Activity - Smart Board Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who have become more proficient in using the Smart Board and Smart Board activities will share their expertise in professional development sessions in order to help all teachers become more proficient in using the Smart Board. This will take place at a monthly technology professional development time after school and may be supplemented as necessary through requests and based on administrator observations.	Professional Learning	09/30/2013	05/27/2016	\$0 - No Funding Required	Teachers who have expertise in using the Smart Board and activities related to the Smart Board including Teresa Littlejohn, Emily Gregory, Tracy Edmondson, Joey Robinson and Diane Seamon.

Activity - Technology Resource Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information dealing with using web resources, such as Performance Series, Achievement Series, Accelerated Reader, Discovery Education and Brain Pop, to aid in student learning and remediation will be taught to teachers and administrators onsite during after-school technology learning sessions in the Media Center and/or during school in professional development settings during the day or on District level Professional Development days.	Professional Learning	09/16/2013	05/27/2016	\$0 - No Funding Required	Performance Series Trainer Lead Teachers Administrators

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior in being able to access the network wirelessly throughout the building by 05/29/2015 as measured by teachers being able to access the Internet wirelessly.

Strategy1:

Install WAP in Ceilings - Managed Wireless Access Points will be installed in the ceilings throughout the building to give all teachers and students equitable wireless access to our network.

ACIP

Pine Level Elementary School

Category:

Research Cited:

Activity - Install WAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Managed wireless system will be installed in Pine Level Elementary School. Our county technology technicians will install the wireless access points as time permits.	Other	08/05/2013	05/29/2015	\$1000 - Title I Part D	Autauga County Technology Department Staff.

Goal 4:

Students will gather evidence from literary and informational texts in order to seek deeper understanding of complex texts.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in identifying literary and informational texts in Reading by 05/20/2016 as measured by teacher observation and anecdotal notes..

Strategy1:

Text Identification - Students will identify literary and informational texts across content areas within the classroom and school.

Category:

Research Cited: The Critical Role of Text Complexity in Teaching Children to Read by Fountas and Pinnell (July 2014)

Activity - Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Classroom Libraries	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify both literary and informational texts (excluding textbooks) that are located with the classroom libraries.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	Certified staff

Activity - School Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify literary and informational texts and their locations within the school library.	Academic Support Program	08/31/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/20/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age..

Strategy1:

Lesson Design - Teachers will design lessons to include discussions in which students must find evidence in the text across content areas.

Lesson plans will be uploaded into Google Drive for administrators to verify.

Category:

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly teach students to reread and reference other texts to answer questions. Teachers will utilize Close reading strategies.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Certified Staff

Activity - Think Aloud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model Think Alouds as he/she identifies evidence from various texts to answer questions.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Evidence-Based Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with opportunities to participate in evidence-based conversations using a variety of text across content areas.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Strategy2:

Best Practices - Teachers will implement best practices.

Category:

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to go back and find evidence in the text during Read Alouds.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Guided Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in locating evidence from texts through guided instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

Measurable Objective 3:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian
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or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in fluency and critical thinking skills in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Highly Qualified Teachers - Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows:

Salaries (3.5 teachers): \$139,132.50

Substitute pay:\$1,592.5

Category:

Research Cited:

Activity - Hire Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows: Salaries (3.5 teachers): \$139,132.50 Substitute pay:\$1,592.50	Recruitment and Retention	08/03/2015	05/27/2016	\$200919 - Title I Part A	Administrators

Measurable Objective 4:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering comprehension questions in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test and Performance Series assessment.

Strategy1:

Professional Development - Teachers will discuss use of informational text in order to improve standards-based instruction. Teachers will network with educators across district to gain teaching ideas and practices that address the reading goal identified through the PLES Needs Assessment.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

ACIP

Pine Level Elementary School

Activity - Administrator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will attend CLAS Annual Conference. Administrators will select break-out sessions that support understanding of CCRS and reading comprehension-especially informational texts. Administrators will use information gained for instructional leadership. Breakdown of Expenses is as follows: Out-of-County Travel-\$2530.98 Registration-\$800	Professional Learning	06/13/2016	06/15/2016	\$3117 - Title II Part A	All Administrators

Activity - Focus on CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards. Teachers will post standards in classroom and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	All certified staff will discuss and post standards for their grade level, department or resource area.

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level meetings and monthly data meetings to facilitate professional growth. Teachers will reflect and evaluate instructional practices.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Strategy2:

Resources - Title I money will be used to purchase instructional-student classroom supplies. Ancillary materials (i.e. Close Reading with Paired Texts) will be used to support instruction.

Category:

Research Cited:

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase hardware to support instruction and learning. Computers, document cameras, Chromebooks will be purchased and available for use.	Technology	11/01/2015	05/27/2016	\$7500 - Title I Part A	Technology Coordinator and all Administrators

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase reading resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$4014 - Title I Part A	All Administrators

Activity - Close Reading with Paired Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close Reading with Paired Texts along with additional resources will be used to support reading comprehension. Teachers will use this resource to support instruction in critical thinking skills, text complexity, type of text, and text-dependent questions.	Academic Support Program	11/01/2015	05/20/2016	\$880 - Title I Part A	All Administrators and teachers

Goal 5:

Students will demonstrate fluency (speed and accuracy) as they apply math concepts and knowledge.

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in applying knowledge, concepts and skills in Mathematics by 05/20/2016 as measured by Performance Coach, Pearson Math End-of-Year test, Performance Series.

Strategy1:

Application of knowledge - Teachers will utilize supplemental resources, i.e. Performance Coach (grades 3-5), DOK Notebook, Smart Lessons, etc. to provide instruction and practice for math concepts and skills.

Category:

Research Cited: Research Matters / Teach Mathematics Right the First Time by Steve Leinwand and Steve Fleischman (September 2004)

Activity - Utilize Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use supplemental resources for whole group and small group instruction. Performance Coach, Achievement Series, Smart Lessons and additional resources will be incorporated into instruction to allow students to apply math knowledge, concepts and skills.	Direct Instruction	08/17/2015	05/27/2016	\$0 - Title I Part A	All Administrators and teachers

Measurable Objective 2:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/20/2016 as measured by Pearson Math End of Year test, Mastering Math Facts and Performance Series.

Strategy1:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

ACIP

Pine Level Elementary School

Activity - Post Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will post standards for their grade level, department or resource area.

Activity - Grade Level And Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Math Pacing Guide during grade level and monthly data meetings.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and discuss CCRS during district and local in-service opportunities as well as grade level meetings..	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	Teachers

Measurable Objective 3:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/27/2016 as measured by Mastering Math Facts program.

Strategy1:

Mastering Math Facts - Teachers will implement the Mastering Math Facts program each day to build speed and accuracy.

Category:

Research Cited:

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase math resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$0 - Title I Part A	All Administrators

Activity - Program Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prepare materials and distribute to classes and resupply as needed.	Academic Support Program	08/07/2015	05/20/2016	\$1500 - Title I Part A	Title I Teachers

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Pine Level Elementary School

Activity - Designated Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will designate thirty minutes (once routine is established) of instructional time to implement intervention and enrichment daily.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development and support for program implementation.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Title I Teachers

Measurable Objective 4:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in recognizing academic vocabulary contained in standards and across school environment in Mathematics by 05/20/2016 as measured by Teacher observations, discussions and anecdotal notes.

Strategy1:

Academic Vocabulary - Faculty and staff will teach academic vocabulary found in standards, in content areas and throughout the school environment.

Category:

Research Cited:

Activity - School Announcements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic vocabulary will be emphasized through school announcements as appropriate.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All Administrators

Activity - CCRS Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify academic vocabulary in the CCRS and assist students in understanding it.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Activity - Post Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will display academic vocabulary in the classroom and throughout the school environment.	Academic Support Program	08/03/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Goal 6:

Students will gather information from literary and informational texts in order to create constructed responses or make evidence-based arguments in writing.

Measurable Objective 1:

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80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in understanding standards that require constructed responses based on evidence from the text in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Post Standards - Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards and what is being expected of students.

Category:

Research Cited:

Activity - Analyze Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Administrators and Teachers

Strategy2:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will review and discuss CCRS during district and local in-service opportunities	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Certified personnel and support staff

Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level and data meetings.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Measurable Objective 2:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in analyzing literary and informational mentor texts and respond in Writing by 05/20/2016 as measured by Scott Foresman End-of Year Test and Teacher-made Assessments as appropriate for age.

Strategy1:

Text-based Evidence - Teachers will design activities that require use of evidence from texts. Students will work cooperatively to identify evidence from text and discuss. Students will construct written responses that require evidence from text.

Category:

Research Cited:

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in cooperative assignments that require them to locate evidence from a variety of texts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model locating and using evidence from text to answer questions or respond to prompts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Analyze text - Teacher and students will analyze a variety of mentor texts during whole and small instruction.

Category:

Research Cited:

Activity - Mentor Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will analyze mentor texts and examine vocabulary and word usage, sentence formation, mechanics as is appropriate for grade level. Rubrics will be utilized as appropriate.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Measurable Objective 3:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in responding to journal prompts in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Teacher-made Assessments as appropriate for age, and District-wide Wide Formative Writing Assessments..

Strategy1:

Journals - Teachers will implement use of journals across content areas.

Category:

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model journal writing in whole group and small group instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Content Area Journals - Teachers will implement use of journals across content areas. Teachers will conference with students to provide explicit feedback.

Category:

Research Cited:

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement use of journals across content areas in order to strengthen writing proficiency.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Goal 7:

Maintain School Safety

Measurable Objective 1:

collaborate to address improving school safety by 05/27/2016 as measured by faculty review of safety procedures.

Strategy1:

Implement Safety Plan - All faculty and staff will review safety plans and procedures on a regular basis. Faculty and staff will participate in discussions regarding school safety.

Category:

Research Cited:

Activity - Operational Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement before and after school duty rosters to ensure student supervision. Monitor security cameras to ensure building security. Keep all exterior doors locked (except for gym). Use buzz-in system with camera at front door of school to monitor access into building. Faculty and staff will follow enrollment, check-out and car rider procedures. Provide picture identification for all staff. Require visitor sign-in and visitor sticker to gain access to building.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Strategy2:

Safety Plans - Faculty and staff will implement safety procedures to include practicing emergency drills. In-service opportunities regarding school safety will be scheduled throughout year.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - Safety Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Post emergency maps/routes in all locations where students are housed. Practice emergency drills throughout the year. Monitor safety procedures for effectiveness.	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Goal 8:

Implement Behavior Management

Measurable Objective 1:

collaborate to implement school-wide behavior management procedures by 05/27/2016 as measured by number of office referrals received .

Strategy1:

Partnering Adults with Students - Partnering Adults with Students (PAWS) will occur monthly (first Friday of each month from 2:00-2:30 p.m.) Students in grades 1-2 will meet with their homeroom teacher. Students in grades 3-5 will be divided and assigned to faculty members that serve those grades. Students will learn about the Seven Habits of Happy Kids (based on 7 Habits of Highly Effective People) and other character building traits.

Category:

Research Cited:

Activity - PAWS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their assigned PAWS groups once each month.	Behavioral Support Program	10/02/2015	05/06/2016	\$0 - No Funding Required	All Administrators and teachers

Strategy2:

Implement Positive Behavior Support - All faculty and staff will implement positive behavior management techniques. High expectations for good behavior will be established and communicated. Teachers will establish classroom discipline plans. The Positive Behavior Support (PBS) and Discipline Committees will meet to discuss and analyze program effectiveness. Implement CARE CLUB before school for students.

Category:

Research Cited:

ACIP

Pine Level Elementary School

Activity - School-wide Behavior Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development in classroom management throughout the year (in data meetings or after school as scheduled). Provide Project Wisdom/character education information daily through morning announcements. Students will participate in announcements and restate the main idea of the Project Wisdom topic as a Thought for the Day. Post and implement classroom discipline procedures. Maintain use of Parent Contact Log. Utilize Student Behavior Report (SBR) as needed. Post and implement CLAW principles: C-Come prepared; L-Listen and learn; A-Act respectfully; W-Work hard throughout school environment. All students will recite CLAW as part of morning announcements. Implement CARE CLUB before school for selected students.	Behavioral Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Goal 9:

Promote Attendance

Measurable Objective 1:

collaborate to address student attendance by 05/27/2016 as measured by number of student absences .

Strategy1:

Achieving Excellence in Attendance - School staff will team up with parents to acknowledge and reward attendance. Bulletin board displays, special activities and treats will be utilized as students are recognized for good attendance.

Category:

Research Cited:

Activity - September-A+/100% Attendance Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
September is designated as A+/100% Attendance Month. Classes and students are recognized for perfect attendance. Parent volunteers distribute treats, no homework passes and other items to reward students during the month. At the end of September, the school hosts a fun day to acknowledge good attendance. Faculty and staff prepare numerous activities and parents send in treats. P.E. teachers host a Jam Session (Wii dance) in the gym during each grade's physical education block or at a designated date and time.	Policy and Process	08/12/2015	09/30/2015	\$0 - No Funding Required	All faculty and staff as appropriate

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, faculty and parents collaborate to motivate and recognize student attendance. At the end of the month, special recognition is made through an activity or treats. Most activities/treats correspond with seasonal activities already in place at school.	Policy and Process	08/12/2015	05/27/2016	\$500 - Other	Faculty and staff as appropriate

Strategy2:

Maintain and communicate student attendance - Faculty and staff will utilize INOW to maintain attendance records. INOW automated system will contact parents daily regarding student absences. Administrators will contact parents regarding student attendance. The importance of attendance is discussed at all parent gatherings. A district liaison will meet with parents whose students have attendance issues. PBS and Discipline Committees will meet to generate ideas to promote and reward attendance.

Category:

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 2006)

Activity - Maintain Attendance Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will record attendance in INOW. All notes for student absences will be sent to office, logged as excused or unexcused by data entry personnel and kept on file. Families will be notified regarding student attendance via automated system, administrators and counselors.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	Homeroom teachers, office staff, counselors and administrators

Goal 10:

All students will become proficient writers.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in meeting or exceeding grade level standards in Writing by 05/20/2016 as measured by a rubric aligned to College and Career Ready Standards.

Strategy1:

Writing Across the Curriculum - Autauga County Schools will implement an integrated continuum of writing in grades K-12. The implementation of this strategy will be a two pronged process, involving both students and teachers. Teachers will participate in ongoing professional development related to writing across the curriculum, depth-of-knowledge levels, and the effective use of rubrics to assess student writing. All elementary teachers have been provided with copies of the 6-1 Traits of Writing book. Secondary teachers will utilize materials from ACT and Webb's Depth of Knowledge research. Writing prompts specific for each grade level will be distributed to all students four times throughout the school year. Daily instruction in writing will be provided across all content areas. Such instruction will focus on the conventions of grammar, syntax, word usage, mechanics, style and tone. Students will be expected to become competent writers within the modes of Persuasive/Argumentative, Analytical Expository, and Reflective Narrative Writing. Data collected from writing prompts at the beginning of the school year (baseline data) will be compared to data collected from writing prompts at the end of the school year.

Category:

Research Cited: 6+1 Traits of Writing: The Complete Guide Grades 3 and Up by Ruth Culham

6+1 Traits of Writing: The Complete Guide for the Primary Grades by Ruth Culham

Depth of Knowledge Levels for Four Content Areas by Norman Webb

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing PD on writing instruction and on the use of rubrics in assessing student writing	Professional Learning	08/06/2015	05/20/2016	\$0 - No Funding Required	LEA staff and funds

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:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding technology concepts, and application of software programs and hardware across the curriculum. in Career & Technical by 05/27/2016 as measured by observations by teachers and administrators, lesson plan documentation, implementation of the technology course of study, technology equipment check outs, and computer lab sign up sheets..

Strategy1:

Professional Development - Teachers will be provided professional development opportunities that include best practices for integrating the effective use of technology into the curriculum.

Category:

Research Cited:

Activity - Technology Concept/Operations Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given training and information dealing with teaching the technology course of study, technology concepts, systems and operations to enable them to teach students more effectively. Websites and sources of information will be shared in order to assist teachers in accomplishing this goal.	Professional Learning	10/07/2013	05/27/2016	\$0 - No Funding Required	Administrators, Media Specialist, Lead Teachers, Outside technology leaders

Strategy2:

Digital Resources - A variety of digital resources and equipment, which are appropriate for student use, will be provided to help teachers integrate the effective uses of technology concepts, systems and operations into the curriculum.

Category:

Research Cited:

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Activity - Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology devices and resources for instructional purposes and will teach students how to use computers and other digital tools.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab at least twice a month to complete activities and assignments.	Technology	09/30/2013	05/27/2016	\$0 - No Funding Required	All classroom teachers

Activity - Classroom Computer Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use classroom computers on a daily basis to complete and share activities and assignments in small or large group settings or individually.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Technology Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach students about technology systems and operations as well as technology concepts and terminology. They will supervise students in the proper use of technology devices and resources in the classroom for large or small group use or individually and in the computer labs.	Technology	09/16/2013	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Measurable Objective 2:

90% of Second, Third, Fourth and Fifth grade students will demonstrate a behavior of creative and thinking expertise and effective collaborative communication skills by developing innovative student work products using technology in a variety of learning environments across the curriculum including in Science by 05/27/2016 as measured by project rubrics or assessments.

Strategy1:

Project Based Learning - 2nd through 5th grade classes will implement project-based learning focusing upon STEM and integration of other subjects.

Category:

Research Cited:

Activity - Project Based Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by qualified trainers to prepare teachers to plan and implement PBL strategies	Professional Learning	10/14/2013	05/27/2016	\$0 - No Funding Required	Cathy Loftin and administrative team members.

Strategy2:

PBL Team Leader Meeting - Teachers will work in groups with PBL leaders to locate and share digital content and resources as well as plan

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projects.

Category:

Research Cited:

Activity - Student PBL Presentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide and grade level sharing of work products completed by students.	Other	09/22/2014	05/27/2016	\$0 - No Funding Required	Administrators and classroom teachers.

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency using technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation by 05/27/2016 as measured by administrative observations and lesson plan documentation.

Strategy1:

Teacher Professional Development - Professional Development in using technology equipment and resources will be given to all teachers during professional development days and half days and in after school sessions. Teachers will have opportunities and will be encouraged to participate in online training sessions dealing with learning how to be more efficient in using technology equipment and in accessing web based resources to better help students achieve success in meeting the requirements of common core standards.

Category:

Research Cited:

Activity - Technology Resource Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information dealing with using web resources, such as Performance Series, Achievement Series, Accelerated Reader, Discovery Education and Brain Pop, to aid in student learning and remediation will be taught to teachers and administrators onsite during after-school technology learning sessions in the Media Center and/or during school in professional development settings during the day or on District level Professional Development days.	Professional Learning	09/16/2013	05/27/2016	\$0 - No Funding Required	Performance Series Trainer Lead Teachers Administrators

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Activity - Smart Board Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who have become more proficient in using the Smart Board and Smart Board activities will share their expertise in professional development sessions in order to help all teachers become more proficient in using the Smart Board. This will take place at a monthly technology professional development time after school and may be supplemented as necessary through requests and based on administrator observations.	Professional Learning	09/30/2013	05/27/2016	\$0 - No Funding Required	Teachers who have expertise in using the Smart Board and activities related to the Smart Board including Teresa Littlejohn, Emily Gregory, Tracy Edmondson, Joey Robinson and Diane Seamon.

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior in being able to access the network wirelessly throughout the building by 05/29/2015 as measured by teachers being able to access the Internet wirelessly.

Strategy1:

Install WAP in Ceilings - Managed Wireless Access Points will be installed in the ceilings throughout the building to give all teachers and students equitable wireless access to our network.

Category:

Research Cited:

Activity - Install WAP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Managed wireless system will be installed in Pine Level Elementary School. Our county technology technicians will install the wireless access points as time permits.	Other	08/05/2013	05/29/2015	\$1000 - Title I Part D	Autauga County Technology Department Staff.

Goal 4:

Students will gather evidence from literary and informational texts in order to seek deeper understanding of complex texts.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in answering comprehension questions in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test and Performance Series assessment.

Strategy1:

Resources - Title I money will be used to purchase instructional-student classroom supplies. Ancillary materials (i.e. Close Reading with Paired Texts) will be used to support instruction.

Category:

Research Cited:

Activity - Close Reading with Paired Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close Reading with Paired Texts along with additional resources will be used to support reading comprehension. Teachers will use this resource to support instruction in critical thinking skills, text complexity, type of text, and text-dependent questions.	Academic Support Program	11/01/2015	05/20/2016	\$880 - Title I Part A	All Administrators and teachers

Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase reading resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$4014 - Title I Part A	All Administrators

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase hardware to support instruction and learning. Computers, document cameras, Chromebooks will be purchased and available for use.	Technology	11/01/2015	05/27/2016	\$7500 - Title I Part A	Technology Coordinator and all Administrators

Strategy2:

Professional Development - Teachers will discuss use of informational text in order to improve standards-based instruction. Teachers will network with educators across district to gain teaching ideas and practices that address the reading goal identified through the PLES Needs Assessment.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

Activity - Administrator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will attend CLAS Annual Conference. Administrators will select break-out sessions that support understanding of CCRS and reading comprehension-especially informational texts. Administrators will use information gained for instructional leadership. Breakdown of Expenses is as follows: Out-of-County Travel-\$2530.98 Registration-\$800	Professional Learning	06/13/2016	06/15/2016	\$3117 - Title II Part A	All Administrators

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Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level meetings and monthly data meetings to facilitate professional growth. Teachers will reflect and evaluate instructional practices.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Focus on CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards. Teachers will post standards in classroom and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	All certified staff will discuss and post standards for their grade level, department or resource area.

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in locating evidence using text-dependent questions in Reading by 05/20/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age..

Strategy1:

Best Practices - Teachers will implement best practices.

Category:

Research Cited:

Activity - Guided Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assist students in locating evidence from texts through guided instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model how to go back and find evidence in the text during Read Alouds.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Strategy2:

Lesson Design - Teachers will design lessons to include discussions in which students must find evidence in the text across content areas.

Lesson plans will be uploaded into Google Drive for administrators to verify.

Category:

Research Cited:

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Activity - Think Aloud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model Think Alouds as he/she identifies evidence from various texts to answer questions.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Evidence-Based Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with opportunities to participate in evidence-based conversations using a variety of text across content areas.	Academic Support Program	08/17/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly teach students to reread and reference other texts to answer questions. Teachers will utilize Close reading strategies.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Certified Staff

Measurable Objective 3:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in identifying literary and informational texts in Reading by 05/20/2016 as measured by teacher observation and anecdotal notes..

Strategy1:

Text Identification - Students will identify literary and informational texts across content areas within the classroom and school.

Category:

Research Cited: The Critical Role of Text Complexity in Teaching Children to Read by Fountas and Pinnell (July 2014)

Activity - Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify informational text across the school environment, i.e. lunchroom, nurse's office, school office.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - School Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will identify literary and informational texts and their locations within the school library.	Academic Support Program	08/31/2015	05/20/2016	\$0 - No Funding Required	Faculty and Support Staff

Activity - Classroom Libraries	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify both literary and informational texts (excluding textbooks) that are located with the classroom libraries.	Academic Support Program	08/12/2015	05/20/2016	\$0 - No Funding Required	Certified staff

Measurable Objective 4:

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80% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in fluency and critical thinking skills in Reading by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Highly Qualified Teachers - Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows:

Salaries (3.5 teachers): \$139,132.50

Substitute pay:\$1,592.5

Category:

Research Cited:

Activity - Hire Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I money will be used to fund 3.5 teaching positions. Teachers will be utilized to provide intensive intervention in inclusive and pull-out settings. Money will also be budgeted to fund substitutes for each of the Title I teachers. A breakdown of salaries and substitute pay is as follows: Salaries (3.5 teachers): \$139,132.50 Substitute pay:\$1,592.50	Recruitment and Retention	08/03/2015	05/27/2016	\$200919 - Title I Part A	Administrators

Goal 5:

Students will demonstrate fluency (speed and accuracy) as they apply math concepts and knowledge.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/20/2016 as measured by Pearson Math End of Year test, Mastering Math Facts and Performance Series.

Strategy1:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

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Activity - Grade Level And Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Math Pacing Guide during grade level and monthly data meetings.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Post Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards along with what the students are expected to master.	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	All certified staff will post standards for their grade level, department or resource area.

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and discuss CCRS during district and local in-service opportunities as well as grade level meetings..	Academic Support Program	08/03/2015	05/27/2016	\$0 - No Funding Required	Teachers

Measurable Objective 2:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in applying knowledge, concepts and skills in Mathematics by 05/20/2016 as measured by Performance Coach, Pearson Math End-of-Year test, Performance Series.

Strategy1:

Application of knowledge - Teachers will utilize supplemental resources, i.e. Performance Coach (grades 3-5), DOK Notebook, Smart Lessons, etc. to provide instruction and practice for math concepts and skills.

Category:

Research Cited: Research Matters / Teach Mathematics Right the First Time by Steve Leinwand and Steve Fleischman (September 2004)

Activity - Utilize Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use supplemental resources for whole group and small group instruction. Performance Coach, Achievement Series, Smart Lessons and additional resources will be incorporated into instruction to allow students to apply math knowledge, concepts and skills.	Direct Instruction	08/17/2015	05/27/2016	\$0 - Title I Part A	All Administrators and teachers

Measurable Objective 3:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in recognizing academic vocabulary contained in standards and across school environment in Mathematics by 05/20/2016 as measured by Teacher observations, discussions and anecdotal notes.

Strategy1:

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Academic Vocabulary - Faculty and staff will teach academic vocabulary found in standards, in content areas and throughout the school environment.

Category:

Research Cited:

Activity - Post Academic Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will display academic vocabulary in the classroom and throughout the school environment.	Academic Support Program	08/03/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Activity - School Announcements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic vocabulary will be emphasized through school announcements as appropriate.	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All Administrators

Activity - CCRS Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify academic vocabulary in the CCRS and assist students in understanding it.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	All faculty and support staff

Measurable Objective 4:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in computational fluency in Mathematics by 05/27/2016 as measured by Mastering Math Facts program.

Strategy1:

Mastering Math Facts - Teachers will implement the Mastering Math Facts program each day to build speed and accuracy.

Category:

Research Cited:

Activity - Program Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prepare materials and distribute to classes and resupply as needed.	Academic Support Program	08/07/2015	05/20/2016	\$1500 - Title I Part A	Title I Teachers

Activity - Designated Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will designate thirty minutes (once routine is established) of instructional time to implement intervention and enrichment daily.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Teachers

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Activity - Parent Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase math resources for at-home use. Materials will be housed in the Family Resource Center located in the PLES library. Materials will enable and equip parents to be actively involved in their children's education.	Parent Involvement	11/01/2015	05/27/2016	\$0 - Title I Part A	All Administrators

Activity - Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development and support for program implementation.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Title I Teachers

Goal 6:

Students will gather information from literary and informational texts in order to create constructed responses or make evidence-based arguments in writing.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in understanding standards that require constructed responses based on evidence from the text in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Performance Series assessment, and Teacher-made Assessments as appropriate for age.

Strategy1:

Post Standards - Teachers will post standards in classrooms and assist students in understanding any unknown vocabulary in the standards and what is being expected of students.

Category:

Research Cited:

Activity - Analyze Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will post standards and emphasize the critical words contained within standards. Teachers will post these critical words and assist students in understanding and using them.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Administrators and Teachers

Strategy2:

Focus on CCRS - All faculty will discuss College and Career Ready Standards to better understand expectations and how to design instruction based on those standards.

Category:

Research Cited: Getting Kids on Track to College and Career Readiness: How Many Catch Up From Far Behind? by Chrys Dougherty and Steve Fleming (November 2012)

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Activity - Grade Level and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review local curriculum guide-Elementary Programs Guide (EPG) during grade level and data meetings.	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	All certified staff will participate in grade level and data meetings. Resource personnel will attend one data meeting within the grade span they serve.

Activity - Teacher In-service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will review and discuss CCRS during district and local in-service opportunities	Professional Learning	08/03/2015	05/26/2016	\$0 - No Funding Required	Certified personnel and support staff

Measurable Objective 2:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency in analyzing literary and informational mentor texts and respond in Writing by 05/20/2016 as measured by Scott Foresman End-of Year Test and Teacher-made Assessments as appropriate for age.

Strategy1:

Text-based Evidence - Teachers will design activities that require use of evidence from texts. Students will work cooperatively to identify evidence from text and discuss. Students will construct written responses that require evidence from text.

Category:

Research Cited:

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in cooperative assignments that require them to locate evidence from a variety of texts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model locating and using evidence from text to answer questions or respond to prompts.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Analyze text - Teacher and students will analyze a variety of mentor texts during whole and small instruction.

Category:

Research Cited:

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Activity - Mentor Texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will analyze mentor texts and examine vocabulary and word usage, sentence formation, mechanics as is appropriate for grade level. Rubrics will be utilized as appropriate.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Measurable Objective 3:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in responding to journal prompts in Writing by 05/27/2016 as measured by Scott Foresman End-of Year Test, Teacher-made Assessments as appropriate for age, and District-wide Wide Formative Writing Assessments..

Strategy1:

Content Area Journals - Teachers will implement use of journals across content areas. Teachers will conference with students to provide explicit feedback.

Category:

Research Cited:

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement use of journals across content areas in order to strengthen writing proficiency.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Strategy2:

Journals - Teachers will implement use of journals across content areas.

Category:

Research Cited:

Activity - Teacher Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model journal writing in whole group and small group instruction.	Academic Support Program	08/17/2015	05/20/2016	\$0 - No Funding Required	Teachers

Goal 7:

Maintain School Safety

Measurable Objective 1:

collaborate to address improving school safety by 05/27/2016 as measured by faculty review of safety procedures.

Strategy1:

Safety Plans - Faculty and staff will implement safety procedures to include practicing emergency drills. In-service opportunities regarding

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school safety will be scheduled throughout year.

Category:

Research Cited:

Activity - Safety Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Post emergency maps/routes in all locations where students are housed. Practice emergency drills throughout the year. Monitor safety procedures for effectiveness.	Policy and Process	08/03/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Strategy2:

Implement Safety Plan - All faculty and staff will review safety plans and procedures on a regular basis. Faculty and staff will participate in discussions regarding school safety.

Category:

Research Cited:

Activity - Operational Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement before and after school duty rosters to ensure student supervision. Monitor security cameras to ensure building security. Keep all exterior doors locked (except for gym). Use buzz-in system with camera at front door of school to monitor access into building. Faculty and staff will follow enrollment, check-out and car rider procedures. Provide picture identification for all staff. Require visitor sign-in and visitor sticker to gain access to building.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Goal 8:

Implement Behavior Management

Measurable Objective 1:

collaborate to implement school-wide behavior management procedures by 05/27/2016 as measured by number of office referrals received .

Strategy1:

Implement Positive Behavior Support - All faculty and staff will implement positive behavior management techniques. High expectations for good behavior will be established and communicated. Teachers will establish classroom discipline plans. The Positive Behavior Support (PBS) and Discipline Committees will meet to discuss and analyze program effectiveness. Implement CARE CLUB before school for students.

Category:

Research Cited:

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Activity - School-wide Behavior Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development in classroom management throughout the year (in data meetings or after school as scheduled). Provide Project Wisdom/character education information daily through morning announcements. Students will participate in announcements and restate the main idea of the Project Wisdom topic as a Thought for the Day. Post and implement classroom discipline procedures. Maintain use of Parent Contact Log. Utilize Student Behavior Report (SBR) as needed. Post and implement CLAW principles: C-Come prepared; L-Listen and learn; A-Act respectfully; W-Work hard throughout school environment. All students will recite CLAW as part of morning announcements. Implement CARE CLUB before school for selected students.	Behavioral Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	All faculty and staff

Strategy2:

Partnering Adults with Students - Partnering Adults with Students (PAWS) will occur monthly (first Friday of each month from 2:00-2:30 p.m.) Students in grades 1-2 will meet with their homeroom teacher. Students in grades 3-5 will be divided and assigned to faculty members that serve those grades. Students will learn about the Seven Habits of Happy Kids (based on 7 Habits of Highly Effective People) and other character building traits.

Category:

Research Cited:

Activity - PAWS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their assigned PAWS groups once each month.	Behavioral Support Program	10/02/2015	05/06/2016	\$0 - No Funding Required	All Administrators and teachers

Goal 9:

Promote Attendance

Measurable Objective 1:

collaborate to address student attendance by 05/27/2016 as measured by number of student absences .

Strategy1:

Maintain and communicate student attendance - Faculty and staff will utilize INOW to maintain attendance records. INOW automated system will contact parents daily regarding student absences. Administrators will contact parents regarding student attendance. The importance of attendance is discussed at all parent gatherings. A district liaison will meet with parents whose students have attendance issues. PBS and Discipline Committees will meet to generate ideas to promote and reward attendance.

Category:

Research Cited: Truancy Matters: Research, Policies & Practices by Judith A. Martinez (October 2006)

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Activity - Maintain Attendance Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will record attendance in INOW. All notes for student absences will be sent to office, logged as excused or unexcused by data entry personnel and kept on file. Families will be notified regarding student attendance via automated system, administrators and counselors.	Policy and Process	08/12/2015	05/27/2016	\$0 - No Funding Required	Homeroom teachers, office staff, counselors and administrators

Strategy2:

Achieving Excellence in Attendance - School staff will team up with parents to acknowledge and reward attendance. Bulletin board displays, special activities and treats will be utilized as students are recognized for good attendance.

Category:

Research Cited:

Activity - September-A+/100% Attendance Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
September is designated as A+/100% Attendance Month. Classes and students are recognized for perfect attendance. Parent volunteers distribute treats, no homework passes and other items to reward students during the month. At the end of September, the school hosts a fun day to acknowledge good attendance. Faculty and staff prepare numerous activities and parents send in treats. P.E. teachers host a Jam Session (Wii dance) in the gym during each grade's physical education block or at a designated date and time.	Policy and Process	08/12/2015	09/30/2015	\$0 - No Funding Required	All faculty and staff as appropriate

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, faculty and parents collaborate to motivate and recognize student attendance. At the end of the month, special recognition is made through an activity or treats. Most activities/treats correspond with seasonal activities already in place at school.	Policy and Process	08/12/2015	05/27/2016	\$500 - Other	Faculty and staff as appropriate

Goal 10:

All students will become proficient writers.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in meeting or exceeding grade level standards in Writing by 05/20/2016 as measured by a rubric aligned to College and Career Ready Standards.

Strategy1:

SY 2015-2016

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Writing Across the Curriculum - Autauga County Schools will implement an integrated continuum of writing in grades K-12. The implementation of this strategy will be a two pronged process, involving both students and teachers. Teachers will participate in ongoing professional development related to writing across the curriculum, depth-of-knowledge levels, and the effective use of rubrics to assess student writing. All elementary teachers have been provided with copies of the 6-1 Traits of Writing book. Secondary teachers will utilize materials from ACT and Webb's Depth of Knowledge research. Writing prompts specific for each grade level will be distributed to all students four times throughout the school year. Daily instruction in writing will be provided across all content areas. Such instruction will focus on the conventions of grammar, syntax, word usage, mechanics, style and tone. Students will be expected to become competent writers within the modes of Persuasive/Argumentative, Analytical Expository, and Reflective Narrative Writing. Data collected from writing prompts at the beginning of the school year (baseline data) will be compared to data collected from writing prompts at the end of the school year.

Category:

Research Cited: 6+1 Traits of Writing: The Complete Guide Grades 3 and Up by Ruth Culham

6+1 Traits of Writing: The Complete Guide for the Primary Grades by Ruth Culham

Depth of Knowledge Levels for Four Content Areas by Norman Webb

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing PD on writing instruction and on the use of rubrics in assessing student writing	Professional Learning	08/06/2015	05/20/2016	\$0 - No Funding Required	LEA staff and funds

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	Title I does not hire paraprofessionals. Pine Level Elementary has six instructional aides that meet job descriptions and requirements. All instructional aides attend inservices that are scheduled at district and local levels.	

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	One hundred percent of certified personnel at Pine Level Elementary School have attained highly qualified status.	

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

The Autauga County Schools' interview process requires applicants to disclose their HQ status. Interviewees that are not highly qualified must state where they are in the process of becoming highly qualified. One hundred percent of certified personnel at Pine Level Elementary School have attained highly qualified status. Professional development is provided throughout the school year and funds are made available for teachers requesting specific professional development needs. This professional learning improves the skills of teachers and allows them to more effectively address the learning needs of all students in their classes. As a result student achievement is positively impacted. Autauga County School System has multiple strategies in place to attract highly qualified teachers. They include: job postings on the Autauga County School System website; advertising through the Internet, local newspapers and colleges; listings that indicate salary levels are comparable to surrounding counties; partnerships with local universities to provide student teacher internships at Autauga County schools; and recruiting at various colleges and universities throughout the state. Testimonials from student interns provide a major form of advertisement. Many of these interns are impressed with the school atmosphere and environment, the available technology and resources, and desire the opportunity to teach at Pine Level Elementary. As a result, PLES is able to attract some of the most motivated and well-trained teachers exiting post-secondary institutions and desiring to settle in Autauga County.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Pine Level Elementary School (PLES) maintains a strong faculty and staff. At the end of the 2012-2013 school year, PLES replaced only one teacher who was hired at the state level. At the end of the 2013-2014 school year, two teachers left PLES: a reduction in force closed one teaching unit-transferring that teacher to another school in the county-and one teacher moved to her home town in the southern part of the state. A teacher was hired for that vacancy. At the end of the 2014-2015 school year, PLES lost two classroom teachers and three support personnel through retirement. As evidenced by the slight increase in teacher turnover from 2012-2015, educators at PLES remain committed to the families of the Pine Level community.

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

21 teachers have earned a Bachelor's Degree

47 teachers have earned a Master's Degree

4 teachers have earned a Specialist's Degree

Number of tenured teachers: 60

Number of non-tenured teachers: 12

(Number of teacher scheduled to earn tenure at the end of the 2015-2016 school year: 4)

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

Pine Level Elementary School (PLES) is a training ground for many post secondary institutions across Alabama. As a result, numerous inquiries regarding possible teaching positions are made throughout the year. A positive atmosphere is evident to guests who enter PLES. Achieving excellence is a primary focus for the staff and vision of the school. Administrative support and collegiality permeate the school environment. PLES provides considerable support for new teachers and staff who need mentoring.

Professional development is provided throughout the school year and funds are made available for teachers requesting to attend professional learning sessions. Opportunities for professional growth improves the skills of teachers and allows them to more effectively address the learning needs of all students in their classes. Novice teachers are paired with mentor teachers who guides them through their first year (or two) of teaching. Staff who change grade levels or areas of instruction are also paired with peers to provide needed support.

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

Autauga County School System has multiple strategies in place to attract highly qualified teachers. They include: job postings on the Autauga County School System website; advertising through the Internet, local newspapers and colleges; listings that indicate salary levels are comparable to surrounding counties; partnerships with local universities to provide student teacher internships at Autauga County schools; and recruiting at various colleges and universities throughout the state. Testimonials from student interns provide a major form of

advertisement. Many of these interns are impressed with the schools throughout Autauga County and desire to find employment in the school system. In particular, Pine Level Elementary School receives many intern teachers every year. Consistently, these students are attracted to the atmosphere and environment at PLES, the available technology and resources, and desire the opportunity to teach at Pine Level Elementary. As a result, PLES is able to attract some of the most motivated and well-trained teachers exiting post-secondary institutions and desiring to settle in Autauga County.

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?

Pine Level Elementary School has a minimal turnover rate. When a teacher must be replaced, there are numerous inquiries to fill that vacancy.

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?

In the Spring of 2015, teachers completed a Needs Assessment to include professional leaning needs. Teachers identified three particular areas of need: Writing, Comprehension and Math fluency (to include word problems).

Ongoing professional development needs are: technology and leadership (collaboration). Teachers participated in in-service activities at school covering topics from the Needs Assessment during August 3-11, 2015, prior to the opening of school. On August 7 and 10, 2015, teachers attended district-wide in-service sessions at another school in the county. Teachers were able to choose from among several topics for training to include 6+1 Traits of Writing.

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

Numerous professional development opportunities are made available to stakeholders throughout the school year. The following professional development activities are slated for the 2015-2016 school:

Pine Level Elementary
Professional Development Plan
2015-2016

PLES plan created to address the Needs Assessment (Academic and Professional) and assessment results from Spring 2015
Academic:

Reading-emphasis on text dependent questions/DOK to develop critical thinking skills

Math-emphasis on computational fluency and application set within word problems/DOK to develop critical thinking skills

Writing-emphasis on evidence from text/ Implementing strategies from 6+1 Traits of Writing/Using rubrics to assess writing

Professional:

6+1 Traits of Writing

Depth of Knowledge (DOK)

Project Based Learning

Ongoing:

Technology

Classroom Management

PLES Professional Development Schedule

Summer Offerings: ASU Regional In-service/ACBOE Instructional Coaches

July 23, 2015 Principal met with teacher Grades 3-5 to begin analyzing initial assessment results

August 3-11, 2015 ACBOE/PLES school in-service

ACIP

Pine Level Elementary School

August 3 PLES in-house PD

August 4 ACBOE Policy Manual/School Finance/WIDA-EL/Mandatory Reporting /Sexual

Harassment/FMLA/ACA/FERPA/Safety Plan/Standard Precautions/Social Media/Personal Safety:Drug Awareness & Drug Free Workplace, Abuse Troubled Employee/Special Education/Seclusion & Restraint/Rtl/PBS/Bullying & Harassment/Suicide Policy/ ACIP

August 5 PLES in-house PD/Lexia Core5

August 6 PLES in-house PD Counseling Services/Bullying

August 7 and 10-ELA and Math-District in-service: Topics listed below:

Teachers choose 3 of the following professional development

opportunities: Phonemic Awareness/Phonics/Vocabulary/Comprehension/Content Literacy/CCRS/Fractions/ACT Aspire/Text

Complexity/ELA Interactive Math Journal/Small Group Instruction/Unpacking the Standards-ELA, Math & Science/6+1 Traits of

Writing/Writing-Modes: Narrative, Expository and Argumentative/Writing Across the Curriculum/Integration of Content Areas

August 11-Cum folders review

Technology In-services will be held on site at 3:15 p.m. throughout year.

- Google Drive

-Lesson Plans in Google Drive

- Project-Based Learning

- ALEX

- AVL

-SMART Lessons

-iPADS

- Integration of Content Areas through technology

- SMART Table

Edmodo

Remind 101

Websites

INOW

STI

Data Meetings will be held the last Thursday of each month. In-service sessions will occur in conjunction with Data Meetings throughout year.

In-service session will be held during faculty meetings periodically throughout year. (Project-Based Learning/CCSS/Technology)

August-September 2015- Grades 3-5 will meet several times (TBD) throughout month with principal to analyze and understand ACT Aspire results and reports.

September 2015 -May 2016-Principal will host book discussions before school on 6+1 Traits of Writing

October 5, 2015 DOK Training

October 19 Lexia Training

January 4-5, 2016 PLES-writing/ACBOE District-wide-TBA

February 16, 2016 PLES-TBA

March/April-Assessment training

May 26, 2016-Vertical Teaming

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.

Novice teachers are paired with mentor teachers who guide them through their first year (or several years) of teaching. Staff who change grade levels or areas of instruction are also paired with peers to provide needed support. Administrators observe and meet with new teachers often to provide feedback regarding instruction and classroom management. The principal meets with instructional coaches to ensure that novice teachers receive critical support from the district level.

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

Professional development is critical for teacher improvement and increased student achievement. A Professional Development Plan/Schedule has been created to ensure that professional growth occurs through ongoing and sustained activities. Professional learning will take place as a result of the opportunities outlined in the plan. Most of the professional development activities scheduled have been identified through the 2015 Spring Needs Assessment, stakeholder input and support school goals.

Other ongoing professional will occur as teachers execute their Professional Learning Plan (PLP) under EDUCATEAlabama. A large number of teachers have tied their individual PLP to the school-wide goals in the Needs Assessment. Professional learning is scheduled to occur during each month of the academic year. As a result, professional development will be timely and relevant to academic, professional and cultural needs.

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 transition process for students coming from home or a preschool setting begins before the first day of school. Kindergarten teachers contact every parent once they receive their class rosters and invite them to the Back-to-School event where they will meet to answer questions and address concerns. The Pine Level Elementary School (PLES) Back-to-School event to allow parents and students the opportunity to familiarize themselves with the school, operational procedures and meet the administration, teachers and staff. Parents are provided with an orientation package of information and procedures. Communication is encouraged between school and home through weekly folders, letters, telephone calls, email, teacher websites and conferences. School office personnel contact the former school of a student transferring to PLES to ensure that all information about a child's education, assessments and home life are available for teachers. The office staff provides any child withdrawing with all the necessary documentation needed to register at a different school and responds promptly to any requests for records from other schools. Children receiving special education services are reported to the special education staff at the school and the Central Office so services may be continued without interruption. At the end of the school year, parents of preschool children are invited to visit and tour the school and register their children. Area day care facilities are also invited to tour the school with their children. Parents of kindergartners are invited to attend an informational meeting in the Spring to help with the transition to first grade. Fifth grade students participate in a half day orientation at the school they will attend the next year. Special education teachers of fifth graders work with the school the student will attend to develop IEPs that will meet the needs of the student in a different school setting.

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?

Analysis of standardized tests, other assessments and additional pertinent information (attendance, school culture, etc.) is required at several levels. First, administrators analyze data and prepare results for distribution to grade chairs. Second, administrators meet with teachers to review overall test results. Then teachers conduct grade level meetings to discuss grade specific results. These meetings consist of analyzing and comparing data administered throughout the year in specific content areas. Assessments that are reviewed are, DIBELS, ACT Aspire, Reading Nine Weeks/Unit Assessments, Math Unit Assessments and Performance Series Assessments. Administrators meet with each grade level to discuss the data and identify areas of concern. These meetings include teacher input regarding instructional changes and implementation of strategies and techniques to improve student achievement for the next year. Consideration is given to the needs assessment completed in the Spring of 2015 as goals and needs are addressed through data analysis.

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?

School personnel relate sets of data from diverse assessment sources to ensure student learning, consistency in classrooms, quality performance across curriculum, and throughout the school. Collected data from DIBELS, ACT Aspire, ACCESS and AAA allows comparison of student growth from year to year and across the county and state. Collections of data are analyzed to drive instruction and revisions in curriculum for groups, or individual learners. Teachers use analyses of state assessments to determine strengths and weaknesses. Faculty identify students who do not achieve proficiency or above proficiency on state assessment standards. Teachers engage in collaborative planning to meet individual needs. Teachers assist students in understanding and demonstrating mastery of state standards. Students are exposed to critical vocabulary and questioning techniques that mirror assessment items. PLES engages in a continuous process to determine verifiable improvement in student learning including readiness and success at the next level. PLES closely monitors regression, and remediation is applied in a timely manner, formally through RTI or informally through reteaching in the classroom.

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?

Pine Level Elementary School (PLES) engages in a continuous process to determine verifiable improvement in student learning including readiness and success at the next level. Administrators, and teacher analyze state assessment data to identify students who experience difficulty in mastering standards. Lesson are designed to provide tiered instruction allowing for students who struggle to receive intensive assistance from teachers. Title I teachers provide pull-out or push-in academic support for identified students. Counselors coordinator with volunteer tutors to provide additional assistance during the school day. Tutoring occurs before school with peers and during the school day with parent and community volunteers. Administrators and teachers closely monitor student progress, and remediation is applied in a timely manner, formally through RTI or informally through reteaching in the classroom and tutoring.

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

Lesson are designed to provide tiered instruction allowing for students who struggle to receive intensive assistance from teachers. Teachers provide explicit small group or individual differentiated instruction to meet learners' needs. Teachers keep anecdotal notes to ensure accountability. Title I teachers provide pull-out or push-in academic support for identified students. Counselors coordinator with volunteer tutors to provide additional assistance during the school day. All plans: Rtl, IEP, LEP, GEP and 504 are implemented with fidelity to meet the unique needs of learners.

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.

Multiple opportunities exist to provide academically needy students with additional assistance and support beyond the school day. The YMCA hosts an after school program which provide tutoring for students in enrolled in that program. Individual teachers meet with students in grades other than their own to provide tutoring. Additionally, older students tutor younger students during the second semester before the school day begins. PLES hosts CARE Club four mornings each week before the instructional day begins. The mission of Care Club is to develop important character traits in at-risk learners that they need to be successful. Administrators host tutoring before school for 5th grade students who are experiencing difficulty in mathematics. Summer reading occurs during the YMCA and open library at school. Purposeful homework assignments help to connect teachers and families as students practice skills through after school assignments and/or projects. Parents are informed of web-based learning sites where students can access educational activities through links on the district and school websites. Career Days expose students to a wide spectrum of career opportunities. Field trip experiences enhance student learning beyond the walls of the school setting. The Pine Level Performers choral group performs throughout the year for parent meetings and other venues around the county. These students also combine with other elementary schools within Autauga County to present a joint Christmas concert. Special student groups are created throughout the year to extend and enrich learning, such as: 5K Club- meets after school on Tuesdays and Thursdays during second semester. The purpose of the 5K Club is to provide learners with opportunities to develop healthy habits, as well as, connect learning to life experiences by setting goals and working to achieve those goals, the Jump Rope for Heart group serves this same purpose. Upper grade students are part of a technology group that assists the technology coordinator as she meets tech needs throughout the building.

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.

All students at Pine Level Elementary including migrant, ELL, economically disadvantaged, special education, neglected and/or delinquent and homeless students have access to all programs and services available including ELL services, Title I, Title III, free and reduced lunch assistance, Special Education services, counseling, all academic programming opportunities and the YMCA. All students are provided with the same opportunities to achieve high content and performance standards. Special populations are identified through screenings, referrals, language surveys, lunch applications, and parent or teacher requests for evaluations. Designated personnel provide specialized instruction, and inclusion services allow special populations to participate within the general education classroom environment. Challenges unique to each group are dealt with on an individual basis depending upon need. School resource teachers, counselors, ELL coordinator, Title I teachers, administrators and support staff work diligently to ensure that all students, regardless of situation, disability, cultural or economic status received the assistance and support required to be successful.

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.

All students at Pine Level Elementary including individuals with disabilities, individuals from economically disadvantaged families (including foster children) and individuals with limited English proficiency have access to all programs and services available. These services include Title I, Title III, free and reduced lunch assistance, Special Education services, 504 services, ELL services, counseling, all academic programming opportunities and the YMCA. All students are provided with the same opportunities to achieve high content and performance standards. Special populations are identified through screenings, referrals, language surveys, lunch applications, and parent or teacher requests for evaluations. Designated personnel provide specialized instruction, and inclusion services allow special populations to participate within the general education classroom environment. Administrators coordinate assistance through the Helping Families Initiative as needed.

Counselors connect families with community agencies and resources to provide timely assistance. Program Directors and Coordinators at the district level also provide assistance to students and families as appropriate.

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 programs and services implemented at Pine Level Elementary School (PLES) are coordinated and integrated for the purpose of achieving school-wide goals. Federal, state and local funds are used to provide professional development, hire highly qualified personnel, purchase instructional supplies, equipment, and parent resources. Coordination of monies and resources are used to implement needed programs. Funds used for professional development allow teachers to receive training to improve instruction. As a result, teachers deliver quality instruction to equip students in mastering rigorous state standards. Federal and local funds are designated for materials and equipment and provide equitable learning opportunities for impoverished students. Federal funds are used to maintain a Family Resource Center allowing school and home to share responsibility for improved student academic achievement.

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.

There are many programs and resources that are implemented at Pine Level Elementary School (PLES) to ensure the achievement of school-wide goals. Coordination of monies and resources: Title I, Title II and Title III at the district and local levels are used to implement needed programs. All funding sources will be used to upgrade/enhance the regular education program at Pine Level Elementary School. Budgeting focuses on enhancing instructional goals, school operations and other strategies designated in the aCIP. Centralized monies will be pooled at the Central Office to provide system services and programs.

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.

More than 55% of the student population at Pine Level Elementary School (PLES) receives federal lunch assistance. PLES is designated as school-wide Title I status and uses the money received through this federal funding to improve the academic opportunities of all students.

Component 10: Evaluation

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

Pine Level Elementary School (PLES) engages in a systematic, inclusive, and comprehensive process to review, revise, and evaluate the school-wide program. In August/September, important Title I information is distributed at the PLES Back-to-School event. The Home-School compact is discussed and all parties sign it-committing themselves to be active partners in their student's education. Multiple meetings are scheduled to ensure that all stakeholders are informed of programs and their purposes. The Title I Advisory/aCIP Committee meets to review the Needs Assessment, survey results and aCIP evaluation from the previous year. This committee begins creating or revising goals for the new aCIP. In September, The Annual Meeting of Title I Parents is conducted in two sessions (morning and evening) to accommodate parents' schedules. This meeting provides parents with valuable information about what being a Title I school means and their rights to be involved through decision-making. The Parental Involvement Plan is distributed and discussed. Other pertinent information regarding Title I resources is shared. Assessment data is shared in multiple venues in order to keep stakeholders informed about the effectiveness of the school-wide programs. Longitudinal information regarding student success is shared. Parents are continually asked to give input regarding school processes. This input is used to make PLES a stronger school.

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?

Results from state assessments and other academic indicators of success (local and district assessments) are analyzed and results shared with all stakeholders via newsletter, reports, conferences, parent training days and APT meetings. These results are used to evaluate program effectiveness and determine where change is needed. Instructional practices are reviewed and altered to maintain quality education in the classroom. Attendance data and behavior data is also examined because they so greatly influence academic achievement. This information is used to make program revisions and identify ways to overcome obstacles that inhibit success.

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?

Analysis of assessment data allows faculty and staff to identify students who have not met proficiency levels. Teachers utilize this information to plan timely intervention through tiered and differentiated instruction. Multiple avenues of intervention are available to support student learning. Title teachers work alongside teachers to provide timely academic assistance. Resource staff work inclusively or in pull-out sessions to aide students with individualized plans. Teachers refer general education students to the school's Problem Solving Team (PST) for additional help. Rtl plans are written and implemented to provide these struggling students with specific intervention. Data is continuously gathered to determine gains or modify instruction.

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?

Pine Level Elementary School engages in a systematic, inclusive, and comprehensive process to review, revise, and evaluate the schoolwide program. Twice during the school year (December and May), teachers are asked to evaluate Continuous Improvement Plan (aCIP) goals/strategies. They are also required to list specific steps that their grade level has taken to help students achieve the aCIP academic achievement goals. In the spring, students, parents and other stakeholders are also asked to evaluate the aCIP and its effectiveness. Results of these evaluation and additional input gleaned from surveys allow administrators and faculty to determine program effectiveness. Modifications to the aCIP, as well as, instructional strategies are made to ensure continuous improvement of students.

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

Reading, math and writing were goals addressed in the 2014-2015 aCIP. However, each of the goals has been modified for 2015-2016 to better address the needs identified in the Spring 2015 Needs Assessment and assessment results. Progress was made in all areas areas as evidenced by the Scott Pearson end-of-year reading assessments, Mastering Math Facts program, enVision Math end-of-year assessment, Performance Series and teacher made assessments. Although progress has been made in reading, math and writing, progress for some grade levels has been limited as evidenced by DIBELS and the ACT Aspire. For this reason, stakeholders felt these academic subjects should be areas of continued focus.

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

All goals were kept, but changes were made in the strategies and actions necessary to achieve success.

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	54.20	54.2	2,880,526.00
Administrator Units	1.00	1	0.00
Assistant Principal	1.00	2	0.00
Counselor	1.50	2	0.00
Librarian	1.00	1	0.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	3,744.00
Professional Development	0.00	0	3,744.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	21,941.00
Library Enhancement	0.00	0	1,248.00
Totals			2,911,203.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	247732.29

Provide a brief explanation and breakdown of expenses.

Title I Teacher Salaries- \$139,132.50

Substitutes- \$1592.50

Taxes/Benefits (teachers/substitutes)- \$60,194.18

Total Teachers: \$200,919.18

Pre-K Salaries (2 teachers/25% of salary)- \$21,197.50

Substitutes- \$227.50

Taxes/Benefits (teacher/substitutes)- \$8,858.56

Total Pre-K Teachers: \$30,283.56

Staff Development-Substitutes- \$2,000.00

Taxes- \$153.80

Total: \$2,153.80

Student Classroom Instructional Supplies- \$2,861.06

Parent Involvement- \$4,014.69

Instructional Equipment-\$7,500.00

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

Provide a brief explanation and a breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activities Provide the total.	3117.0

Provide a brief explanation and a breakdown of expenses.

Professional development funds under Title II have been designated to cover expenses for out-of-county travel and registration fees.

Travel Expenses-\$2317.00

Registration-\$800.00

Total: \$3117.00

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.	352800.0

Provide a brief explanation and a breakdown of expenses.

In May 2014, Pine Level Elementary School was awarded two grants to open Autauga County School's first public First Class Pre-K program. Grants that were awarded were the Plus Grant and the Tiered Grant. Grants are awarded for three years. We are currently in year two of these grants.

Plus Grant-\$120,000.00

Tiered Grant- \$82,800,00

In May 2015, Pine Level Elementary School was awarded a grant to open its third First Class Pre-K classroom. The grant that was awarded was the Developmental Grant. This grant is awarded for three years.

Developmental Grant- \$150,000.00

Grant totals: \$352,800.00

The office of School Readiness (OSR) housed within the Department of Early Childhood Education oversees the administration and breakdown of each grant.

Local Funds

Label	Question	Value
1.	Provide the total	43987.53

Provide a brief explanation and breakdown of expenses

Local funds include receipts for juice/snack sales, donations, APT revenues, school pictures, bank interest and fundraisers. Funds from these sources are used for but not limited to office supplies, student supplies, supplemental instructional supplies, custodial supplies, copier contracts and maintenance agreements, printing, postage telephones and other.

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.

Pine Level Elementary will conduct a Title I meeting in two sessions, morning and evening, to accommodate parents' schedules. Topics to be discussed will include: What it means to be a Title I school, 1% set-aside, CIP, School-wide Parental Involvement Plan, LEA Parental Involvement Plan, School-Parent Compact, Highly Qualified Teacher status, how to request the qualifications of teachers, Parent Notification of Non HQT, Family Resource Center, and how to be involved in the Title I program at PLES. Parental input is encouraged on how the 1% set-aside is to be spent and the end of the year evaluation to determine program effectiveness.

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.

The Annual Title I Parents' Meeting is offered in two sessions to accommodate parents' schedules. Other meetings for parents are held in multiple sessions through the year. Several sessions are held during the school's annual Parents' Days, These sessions review the topics of the Annual Title I Parents' Meeting, allow parents to observe in classrooms, and provide training for parents on ways they can help their children. Parents are informed of school programs and assessments and encouraged to give feedback regarding this information. Parents also participate in programs specifically planned to assist them in being an active part in their children's education. Parents are informed of how money is spent to provide them with resources to better assist their children at home. Items purchased with the 1% set-aside are kept in the Family Resource Center (FRC). The FRC is open during school hours and during school sponsored evening events for parents to check out resources for home use. Parents serve on the Title I Advisory Committee and represent the parent body by giving input, making decisions on how to spend designated funds and in program evaluation.

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.

Parents are notified about curriculum, programs, and assessments throughout the school year. In the fall, parents are invited to school to learn about the Title I program, spring assessment data, the CIP and the target goals that will be a focus throughout the year. Parents are kept informed of curriculum, assessments and other pertinent information via the principal's monthly newsletters, teacher correspondence, and websites. In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand. The county ELL coordinator assists

PLES in translating documents for any parent who is unable to read English.

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 School-Parent Compact is reviewed and /or revised as needed. All stakeholders share the responsibility of student achievement at PLES. Input from stakeholders (needs assessments, program evaluation, committee representation, etc.) is used to guide decision-making and the development of various plans. Parents are asked to partner with faculty and staff to participate in the educational process by volunteering, tutoring, serving on committees, and supporting various endeavors and programs. The School-Parent Compact is a part of an ongoing partnership with parents, school personnel, and students. It is discussed and signed by teachers, parents, and students at the opening of school and kept on file by teachers as a reminder of the commitment of all stakeholders. The School-Parent Compact designates the requirements of all stakeholders so that there is a shared responsibility for improved student academic achievement.

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

Parent input is gathered during the development of the PLES Continuous Improvement Plan (CIP). Once the plan has been developed and approved, parents are encouraged to review the CIP which is housed in the Family Resource Center (FRC) the media center and the school office. Notification about the plan and its review is distributed through school newsletters and parents meetings. Parents are informed that if they have questions or concerns or if they are dissatisfied with the plan, they may contact the principal or any member of the planning committee to express their concerns. Parents may also contact the Director of Federal Programs at the Central Office (Chapter One Center) with their questions or concerns.

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)

Parents are continuously informed about student progress through weekly folders, INOW Home Portal, mid-term progress reports and end of grading period reports. They are encouraged to use these items to communicate with teachers regarding student progress in order to participate with teachers to improve achievement. Home reports of spring assessments are disseminated at the beginning of the school year and teachers schedule conferences with parents to discuss student progress. Parents receive information regarding assessments, curriculum and programs at APT meetings and through monthly newsletters from the principal. Multiple days are scheduled in the fall for parent training regarding assessment results, the LEA Elementary Programs Guide (containing College and Career Ready Standards), Title I information,

the CIP and how it relates to student achievement, state and local programs/initiatives, and ways in which they can be more directly involved with their child's education. A Title I Parent Meeting is held (in two sessions) in the fall to inform parents and discuss the requirements of this federal program (the CIP, parental involvement, HQT status of teachers, Parents' Right to Know and other items pertinent to Title I). Parents will be encouraged to the Report Card Conference Day, scheduled for October 23, to discuss their child's first grading period's averages and any concerns they might have.

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)

A Family Resource Center (FRC) is located in the heart of the PLES Media Center and offers a wealth of materials for parents to use in working with their students. The resources are available for parents to check out during the school day and during school sponsored evening events. A computer and printer are also available for parents to use. Parent Days and subject specific workshops are scheduled to provide training on topics that directly affect student achievement. School counselors hold volunteer training days to equip parents to serve students and teachers during the academic day and beyond. Renaissance Home Connect allows parents to access literacy information online. Pearson Success allows parents to access math textbooks and ancillary resources online. Additional academic resources are provided online through links on the PLES and ACBOE websites.

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.)

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)

The role of parents in the educational process is continuously addressed with school personnel. PLES strives to partner with parents in every area of their children's' education. Emphasis on the need for close school-home communication is included in faculty meetings, grade level meetings, in-services, etc. Teachers maintain a Parent Contact Log to document school-home connections. Parental involvement is a continuous area of focus at PLES.

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)

PLES coordinates multiple federal programs (such as Title I and Title III) with parental involvement to ensure that all parents are quipped to participate in their students' education. Our school's ESL facilitator and the county ESL coordinator assist the families of our ELL students in understanding and actively engaging in school programs, etc. to improve student achievement. Parent training/conferences are ongoing throughout the school year. The Family Resource Center (FRC) provides valuable materials for homes use. Counselors maintain resource areas containing pamphlets, books and research-based articles within their offices. These resources address parenting issues and provide information on how parents can assist their children's social and academic concerns.

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)

Parents are notified about meetings, programs and various activities through monthly newsletters from the principal, informational flyers, APT newsletters, the school marquee, the school website and individual teacher websites and blogs. The school's ESL facilitator ensures that families of ELL students received pertinent information in a language they understand.

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)

PLES strives to involve parents in every aspect of school life. Faculty and staff members work with parents regarding their requests to be involved with their children's education. Parental input is valued and used to modify program offerings as well as procedures (if appropriate). Input is gathered through surveys, program evaluations, and informal suggestions.

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.

ACIPPine Level Elementary School

All parents are encouraged to participate in the educational process including parents with limited English proficiency and parents with disabilities. The school's ESL facilitator and the ACBOE ESL coordinator assist in providing information (reports, notices, etc.) to parents in a language they understand. Handicap parking places are positioned close to the front entrance and sidewalks have sloped sections that allow for wheelchair accessibility. Restrooms are equipped with handicap stalls, allowing extra space for maneuvering. Currently there are no migrant students at PLES.