



ACIP

Nora Mae Hutchens Elementary School

Mobile County Board of Education

Mrs. Kathy Gallop, Principal
10005 West Lake Rd.
Mobile, AL 36695

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Executive Summary

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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.

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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?

Nora Mae Hutchens is a primary school serving students in grades Pre-K through 2 located in west Mobile County at 10005 West Lake Road. The community was rural in 1999 when the school opened, but is rapidly growing with new middle to upper income homes and neighborhoods being constructed. Along with many homes being constructed in the community the number of businesses in the area have increased offering many jobs and services to families in the area. The community is also home to many low income families and a number of families who are homeless (by MCPSS definition). The community has many churches, organizations and businesses seeking to meet the needs of residents within the community. However, low income families are often challenged to obtain low cost services found in more urban communities such as medical and mental health care, transportation, and goods.

The school currently serves 510 (514 2015/16 and 577 2014/15) students in grades pre-K thru 2 for the year 2016/17. The ethnicity of the student population is 398 (391 2015/16 and 430 2014/15) identified white, 70 (66 2015/16 and 97 2014/15) black, 25 Hispanic, 15 Asian, and 2 American Indian/Alaskan Native. Economically disadvantaged students served has changed slightly in the past 3 years. The percentage was 39% in 2013/2014, 35% in 2014/15, and 35% in 2015/16. The school served 23 (54 2014/15 and 78 2013/14) students identified as homeless during the 2015/16 school year (2016/17 numbers will be available at a later date).

Students are supported by a staff of 61 full time employees. The school has 2 special education pre-school classes with 2 teachers and 2 paraprofessionals. The school has 9 Kindergarten teachers serving 164 students with average class sizes of 18 students. First grade has 9 teachers serving 151 students with average class sizes of 17 students. Second grade is made up of 8 teachers for 164 students and average class sizes of 21 students. Special education students are supported by 2 special education teachers, 3 paraprofessionals, 2 speech pathologists, and visiting occupational and physical therapists. The school also has a psychometrist frequently on site for evaluations and testing. Other support staff include 1 librarian, 1 intervention teacher, 1 technology teacher, 1 science lab teacher, 1 half time counselor, and 1 principal.

English language learners are supported by 1 teacher who serves several local schools. The school also has 1 art and 1 music teacher serving several local schools. The office is managed by 1 bookkeeper and 1 registrar. Health needs are addressed by 1 full time RN. The remainder of the 61 employees include cafeteria and custodial staff. The teaching staff are all highly qualified certified teachers with many holding advanced degrees. Teachers participate in frequent professional development workshops addressing best researched based educational practices.

In addition to the employees at Hutchens, the students benefit from the contributions of a very active PTA, volunteers, and local businesses and organizations.

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.

Nora M. Hutchens Elementary was established in 1999 as a Pre-K through grade 5 school to meet the rapidly growing needs of the Dawes and West Mobile community. This rapid expansion of the community has created a school feeder pattern with the largest middle and high school in Mobile County. The involvement of the community and parents contribute to positive perceptions about the school and has drawn many families to this corner of the county. In addition, many of the staff members at the school reside in the Dawes community. All of these factors have contributed to the success of the school. Due to the rapid expansion, Hutchens Elementary was divided into two schools in 2010. The new school Dawes Intermediate now serves grades 3 through 5 on the same parcel one mile west of Hutchens. From the beginning, Hutchens Elementary became the heart of the community where young learners begin their formal educational journey in a safe and pleasant environment.

The mission of Hutchens Elementary is to educate and develop successful leaders. This will be accomplished by a committed staff and community who recognize the greatness in every child.

We envision a school where we are a:

Goal Oriented

Respectful

Educated

Accountable

Team

Our values reflect the commitment to educate students and develop the 7 Habits of successful leaders.

Be Proactive

Begin with the End in Mind

Put First Things First

Think Win-Win

Seek First to Understand then to be Understood

Synergize

Sharpen the Saw

Hutchens embodies the school's mission, vision, and values by striving to offer programs that best address the needs of young learners and by having high expectations for all students. The staff continuously reviews data and programs to ensure the best match for student needs in all content areas. Technology is used daily and offers additional support for students to master skills in core content areas. Other programs are aimed at developing leadership and character in our students. The staff and students also benefit from a supportive community and parental involvement.

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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.

Hutchens faculty and staff is committed to continuous improvement in educating and developing the next generation of leaders. The school has earned many notable achievements in the last three years due to the strong commitment of the faculty, parents, students, and community to embrace programs that promote excellence in education. The school has achieved National Honor Roll for Renaissance Learning, a program that helps students improve reading skills. Hutchens is also recognized by Mobile County Public School System as a "School of Innovation." The school is ranked top in the state of Alabama for participation and growth in Stride. Hutchens also successfully completed the first year as a "Leader in Me" school. These achievements are significant because the programs and activities are part of the school improvement program and contribute to high levels of achievement for students. Our data indicates high levels of student proficiency in math and reading. The school contributes this success to careful selection and professional development on research based teaching practices, rigor, and technology. Our survey data indicates positive parent perceptions about the school with highest ratings for the school's focus on student success, high expectations for students, and providing a safe learning environment. Student perceptions were all 100 percent positive with the exception of one question. Our staff survey showed many areas where teachers hold positive perceptions. The highest rated areas include a highly qualified staff, a focus on student success and the continuous improvement process.

Hutchens has also identified areas for improvement. Current areas of focus are reading comprehension and math computation. Our students in need of intervention will continue to receive intervention using programs that diagnose specific skills in need of remediation and instruction. Continuing the "Leader in Me" process will help all our students become successful productive citizens and leaders.

Additional Information

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

In 2015/16 Hutchens completed the first year of the "Leader in Me" process. The process was first embraced by the entire faculty and staff and introduced to our students. The positive response to beginning this process from staff, students, and parents has exceeded our expectations. The school concluded the year with our first leadership day with students proudly and confidently sharing all they had learned with parents and community. In 2016/17, the school will continue this process by increasing leadership roles, club participation for all students, and developing leadership notebooks that showcase our wildly important goals.

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Improvement Plan Stakeholder Involvement

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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.

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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.

The ACIP team is made up of a group of stakeholders representing the district, community stakeholders, parents, all grade levels, and departments operating within the school. Surveys are also used to gather information from staff, parents and students as well as regularly scheduled meetings allowing parents and the community to stay informed about the school's functioning and performance. The administration also holds regular formal and informal meetings to assess and address areas of strength and concern. Parents and the community are informed of opportunities for input through the school website and weekly newsletters to parents. The ACIP committee is selected by the administration and staff members are invited to volunteer to serve on the committee. Members are informed of membership in writing and meetings are scheduled with a minimum of one week notice. Most meetings are held during regular school hours or in lieu of regular scheduled faculty meetings. Committee members meet with each grade level to inform and determine appropriate strategies for addressing areas of need. All staff are informed of the final plan and responsibilities. The plan is also available to parents and community through the school website.

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

The plan was developed by the committee which is made up of members from each grade level and at least one staff member from each department within the school. Community stakeholders and parent representatives are also involved with the process. Members of the committee bring data and input from stakeholders to ensure all interests are addressed. The committee is responsible for analyzing data and stakeholder input, identifying strengths and areas of need for the school, and planning and developing goals and strategies to address school improvement. They meet at regular intervals to monitor the progress and effectiveness of the plan and make modifications as needed. The committee also is responsible for working with other staff to address areas of need within each grade level and department.

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

The final plan is communicated through the school website and faculty meetings. Parents and community stakeholders are informed of the plan through the school website. Stakeholders are made aware of how to access the plan through school newsletters and PTA meetings.

Student Performance Diagnostic

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Introduction

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

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The needs assessment is based on school data which is reviewed at beginning, mid-year, and end year ACIP reviews and PST meetings. The data is updated before each review to insure progress and continued assessment of needs are accurate. The ACIP team meets again at the beginning of the school year to develop the school improvement plan. The team is made up of an administrator, a school improvement specialist, parents, a community stakeholder, counselor, intervention teacher, technology teacher, librarian, science lab teacher, ELL teacher, and one to three teachers per grade level.	Student Performance Diagnostic 15-16

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Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

DIBELS - Kindergarten TA students increased 21% for the number of students proficient from fall to spring.

First grade TA students increased 33% for the number of students proficient from fall to spring.

Second grade students increased 16% for the number of students proficient from spring 2015 to spring 2016.

STAR Early Literacy:

Kindergarten TA students increased 61% for the number of students at benchmark from fall 2015 to spring 2016.

STAR Reading:

Second grade TA students increased 14% for the number of students at benchmark from fall 2016 to spring 2016.

Second grade students increased 8% for the number of students at benchmark from spring 2015 to spring 2016.

EQT Math (End of Quarter Tests):

Second grade increased the number of students proficient by 15% from 4th quarter 2015 to 4th quarter 2016.

ASPIRE Reading - 3rd graders exceeding proficiency have increased 6.5% in the last 3 years.

ASPIRE Math - 3rd graders exceeding proficiency have increased 7% in the last 3 years.

ACCESS - 100% of ESL students made APLA (Adequate Progress in Language Acquisition).

Attendance - Kindergarten increased from 94% to 95% and first grade increased from 95% to 96% from 2014/15 to 2015/16.

Tardies - Tardies have decreased from 1557 in 2013/14 to 1008 in 2015/16.

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

DIBELS - 2nd graders increased the number of students proficient by 17% from spring 2014/15 to spring 2015/16 (the spring 2016 score is also 3% higher than in the spring of 2013/14).

STAR Early Literacy - Kindergarten students are increasing the percentage of students at benchmark annually (the trend shows 90% in 2013/14 to 94% in 2015/16).

STAR Reading - Second grade students show a positive trend in the number of students reaching benchmark in the spring for the last three years (65% were at benchmark in spring 2013/14, 72% benchmark for spring 2014/15, and 80% benchmark for spring 2015/16).

EQT Math (End of Quarter Tests):

First grade proficiency (number of students proficient) has increased for the last three years for 4th quarter from 82% to 91%.

Second graders have increased proficiency (number of students proficient) in the last two years for 3rd and 4th quarter (3rd quarter 89% to 92% and 4th quarter 81% to 96%).

Out of school suspensions and PST behavior referrals have decreased since 2013/14 (23 PST behavior referrals and 20 suspensions) to 2015/16 (13 PST behavior referrals and 12 suspensions).

Which area(s) indicate the overall highest performance?

ASPIRE Reading - Third grade was at the 73rd national percentile.

EQT Reading - Kindergarten proficiency (number of students proficient) was above 95% all four quarters.

STAR Early Literacy - 94% of kindergarten students benchmarked in the spring (2015/16). 87% of first grade students benchmarked in the spring (2015/16).

EQT Math - All grade levels were above 90% proficient (number of students proficient) all four quarters.

ACCESS - 100% of ESL students made APLA (Adequate Progress in Language Acquisition).

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

ASPIRE - 3rd grade students are showing increasing trends in performance in both reading and math.

STAR Early Literacy - Kindergarten students are showing increasing trends in the number of students at benchmark each spring.

STAR Reading - 2nd graders are showing increasing trends in reading benchmark annually.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between kindergarten and first grade students and TA students in the area of reading.

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

STAR Early Literacy and EQT scores in reading for kindergarten are consistent.

STAR Reading and DIBELS scores are consistent for second grade.

Areas in Need of Improvement

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

80% of kindergarten students benchmarked on DIBELS in the spring of 2015/16. Benchmark scores have decreased in the spring for the last three years.

63% of second graders benchmarked on STAR Math in the spring of 2015/16. Benchmark scores have decreased in the spring for the last three years.

Bus suspensions have increased over the last three years from 7 in 2013/14 to 16 in 2015/16. Out of school suspensions have decreased from 2013/14 to 2015/16. In addition, PST behavior referrals have decreased from 23 in 2013/14 to 13 in 2015/16 (need to address bus behavior and continue to maintain and/or increase appropriate in school behavior).

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

STAR Math for 2nd grade spring benchmark has decreased over the last three years.

DIBELS for kindergarten spring benchmark has decreased over the last three years.

Which area(s) indicate the overall lowest performance?

STAR Math - Second grade had 63% of students at benchmark in the spring of 2015/16.

DIBELS - First and second grade students were 74% and 75% benchmark in the spring of 2015/16.

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

Second grade shows a trend in decreasing performance on STAR Math over the last three years.

Kindergarten shows a decreasing trend on DIBELS over the last three years.

Between which subgroups is the achievement gap becoming greater?

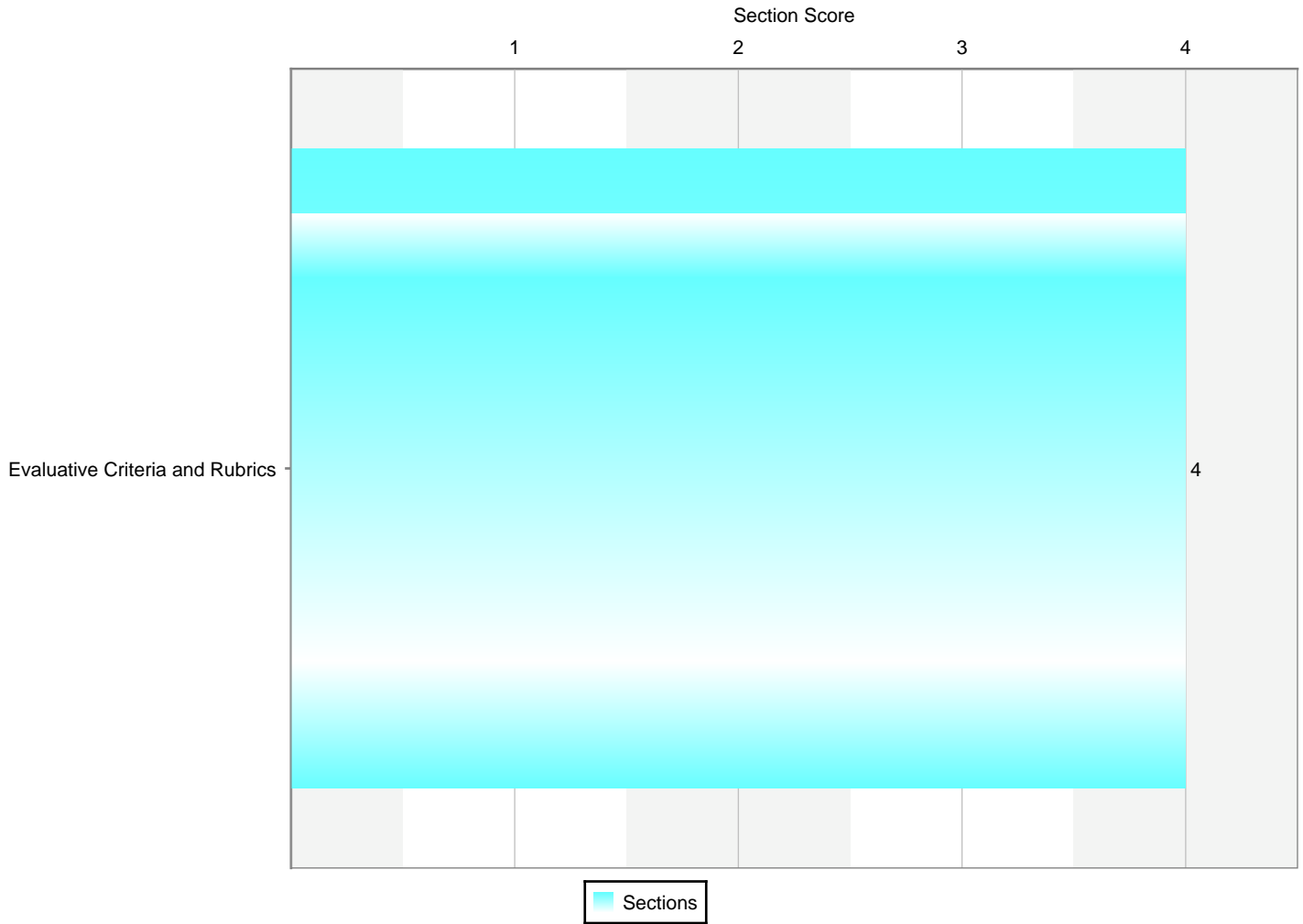
The achievement gap became greater between 2nd grade students and 2nd grade TA students in the area of reading.

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

STAR Reading, DIBELS, and EQT Reading scores are consistent for second grade.

Report Summary

Scores By Section



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ACIP Assurances

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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.

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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	K Gallop , Principal M Riley, Chair/Counselor V Jones, K J Law, K A Burkette, K M Taylor, 1st K Carlson, 1st J Hamilton, 2nd M Nickolakis, 2nd P Paulson, Special Education M Griffin, Intervention W Snyder, Technology/Data Entry S Pettis, Librarian M Majure, ESL J Neidhardt, Science Lab W Hardwick, Pre K V Ellisor, Speech P Hayes, Parent/Stakeholder J Vandynne, Parent P Nikolakis, Stakeholder	ACIP Team Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Attached is Mobile County Public School System Policy regarding Equal Opportunity - Board adopted (December 11 2007).	MCPSS Assurances

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	Bryan Hack - Executive Manager for Human Resources P O Box180069 Mobile, AL 36618 (251) 221- 4531 (phone)	Policy

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.	No	We are a non Title I school.	

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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.	No	We are a non Title I school.	

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Nora Mae Hutchens Plan for ACIP 16-17

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Overview

Plan Name

Nora Mae Hutchens Plan for ACIP 16-17

Plan Description

Progress Notes and Funding

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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 high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.	Objectives: 3 Strategies: 5 Activities: 9	Academic	\$2158239
2	Prepare and support students through student support services.	Objectives: 3 Strategies: 3 Activities: 9	Organizational	\$800
3	Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it).	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$6290
4	Prepare and support teachers to graduate College and Career Ready Students.	Objectives: 2 Strategies: 3 Activities: 5	Organizational	\$10593
5	Implement Tier II and Tier III intervention strategies to increase the percent of kindergarten students scoring at or above benchmark on STAR Early Literacy from 40% in the fall of 2016 to 68% in the spring of 2017.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Status	Progress Notes	Created On	Created By
N/A	Total funding increased to 12573.	May 31, 2016	Micki Riley
N/A	Will revisit STAR results when the school has completed it.	May 09, 2016	Micki Riley
N/A	2nd grade took reading 3rd qtr EQT on paper/ pencil & scores dramatically improved (68% 2nd qtr, 89% 3rd qtr). 2nd grade will take 4th qtr reading EQT on paper/pencil as well.	May 09, 2016	Micki Riley
N/A	4 of our EEL students are Title 1 students	February 18, 2016	Mrs. Kathy Gallop
N/A	Objective #2, change to MAINTAIN 90%	February 18, 2016	Mrs. Kathy Gallop
N/A	DIBELS does show that we are making gains with our students	February 18, 2016	Mrs. Kathy Gallop
N/A	revisit Title I 2nd grade scores for EQT	February 18, 2016	Mrs. Kathy Gallop
N/A	K & 1st demonstrated gains with EQT. Gallop suggests that we try paper/pencil for 2nd grade EQT.	February 18, 2016	Mrs. Kathy Gallop
N/A	All activities associated with this goal are in progress. See notes for each objective.	March 02, 2015	Micki Riley

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency in oral language, literacy, and comprehension in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Status	Progress Notes	Created On	Created By
Not Met	ACCESS scores will be in mid summer.	February 09, 2017	Micki Riley
Met		October 25, 2016	Micki Riley
Met	8/12 students were proficient on STAR.	May 20, 2015	Micki Riley
Not Met	Students below benchmark will be addressed through PST and intervention	March 02, 2015	Micki Riley
Not Met	Currently 7 out of 13 ELL students are at benchmark on STAR Early Literacy and STAR Reading.	March 02, 2015	Micki Riley

Strategy 1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing specially designed academic instruction in English.

Category: Develop/Implement Learning Supports

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will provide direct instruction to EL students utilizing cycle of instruction, the k-3 Literacy Framework, Soudy System, and Traits Writing.	Direct Instruction	08/10/2016	06/02/2017	\$0	District Funding	Content teachers, administrators, EL Coordinator

Status	Progress Notes	Created On	Created By
In Progress		February 18, 2016	Mrs. Kathy Gallop
In Progress	Continue	May 20, 2015	Micki Riley
In Progress		March 02, 2015	Micki Riley

Measurable Objective 2:

A 2% increase of All Students will demonstrate student proficiency (pass rate) of students scoring 70% or greater (Increase proficiency 2% from Spring 2016 89% to Spring 2017 91%) in Reading by 06/02/2017 as measured by end of quarter reading assessment (EQT)..

Status	Progress Notes	Created On	Created By
Not Met	Making progress. Final measure in June.	February 09, 2017	Micki Riley
Not Met	1st quarter K - 94%, 1st 98%, and 2nd 83%	October 25, 2016	Micki Riley

Strategy 1:

Computer Based Learning for Literacy - Students will use STRIDE and Raz Kids weekly to strengthen skills taught in the K-3 Literacy Framework and mathematics. Resources include BYODs, and computer labs. Progress will be monitored through program reports for teachers and administrators.

Category: Develop/Implement Learning Supports

Research Cited: Blumberg, Phyllis "Learner Centered Teaching." University of the Sciences in Philadelphia. Retrieved Nov. 6 (2010) Keene and Zimmerman (2007), Fountas and Pinnell (2006), Miller (2002), Harvey and Goudvis (2006)

Activity - Stride Academy and Raz Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will use STRIDE and Raz Kids weekly in classrooms and computer labs.	Academic Support Program	09/14/2016	06/02/2017	\$2949	Other	Grade level teachers, special education teachers, technology teacher and administration .
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Status	Progress Notes	Created On	Created By
In Progress	Percentage of correct answers in STRIDE is high.	October 25, 2016	Micki Riley
In Progress	Increase student use of Raz Kids	October 25, 2016	Micki Riley

Strategy 2:

Literacy Skills - All K-2 and special education teachers will collaborate focusing on reading comprehension skills, fluency, and writing to strengthen skills taught in the K-3 Literacy Framework. Resources needed are DIBELS progress monitoring books, Souday Systems, instructional guides, Traits Writing, Raz Kids, STRIDE, computers, and devices. The strategy will be monitored using classroom walkthroughs.

Category: Develop/Implement Learning Supports

Research Cited: Keene and Zimmerman (2007), Fountas and Pinnell (2006), Miller (2002), Harvey and Goudvis (2006)

Activity - Accelerated Reader AR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in the AR program weekly. Utilize state library enhancement funds as voted by faculty for books/ periodicals \$ 814.	Academic Support Program	09/07/2016	06/02/2017	\$814	State Funds	Grade level teachers

Activity - Monitor Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All K-2 and special education teachers will utilize student progress monitoring booklets to identify student strengths and weaknesses in early literacy skills. If the student is identified as benchmark, he/she will receive progress monitoring once a month. If the student is identified as strategic, he/she will receive progress monitoring every other week. If the student is identified as intensive, he/she will receive progress monitoring once a week. Utilize state funds \$1,852,200 for 33.75 teachers (instruction), principal (administration/supervision), .5 counselor (guidance) and librarian (media services). Utilize district/local funds for employee benefits and teacher supplement, 2 teachers, 1 paraprofessional and utilities \$287,254.	Academic Support Program	09/14/2016	06/02/2017	\$2139454	District Funding, State Funds	K-2 and special education teachers
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Activity - Cycle of Instruction - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the cycle of instruction with I Do, We Do, You Do on a daily basis. Tier II and Tier III instruction will be provided by teachers and intervention teachers. This will be monitored through the intervention plan books and notes and walk-throughs.	Academic Support Program	09/06/2016	06/02/2017	\$15022	State Funds	K-2 teachers and administration

Activity - SNAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second grade will implement the SNAP reading program daily to improve comprehension skills (text complexity).	Academic Support Program	09/19/2016	06/02/2017	\$0	Other	Second grade teachers

Status	Progress Notes	Created On	Created By
In Progress	Will meet again to find ways to continue SNAP and Wonders with 2nd grade	February 09, 2017	Micki Riley

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency (Pass rate) scoring 70% or greater (Increase proficiency by 2% from Spring 2016 94% to Spring 2017 96%) in Mathematics by 06/02/2017 as measured by end of quarter math assessments (EQT).

Strategy 1:

Computer Based Learning for Mathematics - Students will use STRIDE weekly. Resources include the STRIDE program, classroom computers, BYOSs and the

SY 2016-2017

computer lab. Progress will be monitored through program reports for teachers and administrators and RtI.

Category: Develop/Implement Learning Supports

Research Cited: International Society for Technology in Education. (2009). NETS for students: Global learning in a digital age.

Activity - STRIDE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use STRIDE to support and enhance classroom math instruction.	Academic Support Program	09/09/2016	06/02/2017	\$0	Other	Grade level teachers, special education teachers, technology teacher.

Strategy 2:

Math Computation - All K-2 and special education teachers will plan and implement strategic teaching from instructional guides for math computation in all math classes.

Category: Develop/Implement Learning Supports

Research Cited: Key Shifts in Mathematics. (2009, January 1)

Activity - Calendar Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will use Everyday Counts Calendar Math to improve concepts of number sense and computation.	Academic Support Program	08/29/2016	06/02/2017	\$0	No Funding Required	All K-2 teachers

Activity - Sock it to Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate weekly in fact drills.	Academic Support Program	09/09/2016	06/02/2017	\$0	No Funding Required	All K-2 teachers

Goal 2: Prepare and support students through student support services.

Status	Progress Notes	Created On	Created By
N/A	We have moved children off off PST. We have not had a drastic increase in suspensions.	May 09, 2016	Micki Riley
N/A	Gallop notes that our PST process is working and efficient.	February 18, 2016	Mrs. Kathy Gallop
N/A	PST Data indicates that there are not many students being referred for behavior.	February 18, 2016	Mrs. Kathy Gallop
N/A	Continue based on staff survey of student need.	May 20, 2015	Micki Riley

Measurable Objective 1:

collaborate to increase skills related to leadership by 06/02/2017 as measured by a 20% decrease of students referred to PST for behavior from fall 2016 to spring 2017.

Status	Progress Notes	Created On	Created By
Not Met	Currently 7 students in PST for behavior.	October 25, 2016	Micki Riley
Not Met	Decreases were noted through mid year, but in the spring additional initial referrals were made increasing the number of referrals to same levels in fall.	May 20, 2015	Micki Riley
Not Met	The number of students on PST for behavior has decreased from 12 to 8 students since September.	March 02, 2015	Micki Riley

Strategy 1:

Character Education and Counseling - The counselor will provide guidance and counseling to students by helping them develop appropriate knowledge and skills related to leadership. Resources include PBIS/PST/Rtl system reports, suspension data, and Review 360.

Category: Implement Guidance and Counseling Plan

Research Cited: ASCA National Model: A Framework for School Counseling Programs. and The Leader in Me: Stephen R. Covey, Sean Covey, Muriel Summers, David K. Hatch

Status	Progress Notes	Created On	Created By
N/A	Continue	May 20, 2015	Micki Riley

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Activity - Whole Group Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will provide whole group guidance for leadership using the cycle of instruction in grades k-2	Direct Instruction	08/29/2016	06/02/2017	\$0	No Funding Required	Counselor

Status	Progress Notes	Created On	Created By
In Progress	Continue	May 20, 2015	Micki Riley
Completed		March 02, 2015	Micki Riley

Activity - Small Group Guidance and Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will provide small group guidance for grades 1 and 2 or individual counseling for grades k - 2 for a minimum of four sessions. Counseling may include daily check in check out with students. All students suspended from the bus will be targeted.	Direct Instruction	09/26/2016	06/02/2017	\$0	No Funding Required	Counselor

Status	Progress Notes	Created On	Created By
In Progress	Continue	May 20, 2015	Micki Riley
In Progress		March 02, 2015	Micki Riley

Activity - Leadership Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each class will select a student monthly who best displays leadership and that student will be recognized school wide and at the quarterly honors assembly.	Other	08/31/2016	06/02/2017	\$800	Other	Counselor

Status	Progress Notes	Created On	Created By
In Progress	Continue	May 20, 2015	Micki Riley
In Progress		March 02, 2015	Micki Riley

Measurable Objective 2:

demonstrate a proficiency for STAR Early Literacy for 1st grade and STAR Reading assessment for second grade assessment by 06/02/2017 as measured by a 12% increase for 1st (54% fall to 66% spring) and 2nd (49% fall to 61% spring) grades from fall 2016 to spring 2017..

Status	Progress Notes	Created On	Created By
Met	Students are meeting this objective.	May 20, 2015	Micki Riley
Met	First grade proficiency increased from 59% in the fall to 92% in the winter. 2nd grade proficiency increased from 61% in the fall to 77% in the winter. Continue to work on this objective through the end of the school year.	March 02, 2015	Micki Riley

Strategy 1:

Increase Academic Skills - First and second grade students will learn and apply appropriate work study habits related to school success. Resources needed are PST/Rtl system reports.

Category: Implement Guidance and Counseling Plan

Research Cited: The ASCA National Model: A Framework for School Counseling Programs.

Status	Progress Notes	Created On	Created By
N/A	Continue.	May 20, 2015	Micki Riley

Activity - Teach Work Study Habits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First and second grade students will receive guidance using the cycle of instruction to learn and apply appropriate work study habits related to school success.	Academic Support Program	10/17/2016	06/02/2017	\$0	No Funding Required	Counselor

Status	Progress Notes	Created On	Created By
In Progress	Continue	May 20, 2015	Micki Riley
In Progress		March 02, 2015	Micki Riley

Activity - Small Group Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The counselor will provide small group guidance for a minimum of four sessions for identified 1st and 2nd grade students.	Direct Instruction	10/17/2016	06/02/2017	\$0	No Funding Required	Counselor
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Status	Progress Notes	Created On	Created By
In Progress	Continue	May 20, 2015	Micki Riley
In Progress		March 02, 2015	Micki Riley

Activity - Leadership Notebook Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will conference with students about progress towards personal, academic, and work-study related goals.	Parent Involvement, Academic Support Program	10/17/2016	06/02/2017	\$0	No Funding Required	Counselor

Measurable Objective 3:

demonstrate a behavior maintaining 95% or higher attendance rate for k-2 students for the 2016/17 school year by 06/02/2017 as measured by INOW records.

Status	Progress Notes	Created On	Created By
Not Met	Continue to encourage hand washing and killing germs in classrooms and labs.	October 25, 2016	Micki Riley

Strategy 1:

School Attendance - Students will be engaged in activities promoting regular school attendance.

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

Research Cited: A Focus on Attendance is Key to Success, Robert Balfanz and Hedy Nai-Lin Chang

Activity - Weekly Awards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with perfect attendance will be able to wear their favorite T-Shirts on Tuesdays.	Academic Support Program	08/30/2016	05/30/2017	\$0	No Funding Required	Instructional staff, administration, counselor

Activity - Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K- 2 students will participate in one guidance lesson using the cycle of instruction on the importance of attending school regularly.	Academic Support Program	10/17/2016	06/02/2017	\$0	No Funding Required	Counselor

Activity - Quarterly Perfect Attendance Awards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be recognized for perfect attendance quarterly at the school's honors assembly.	Academic Support Program	10/24/2016	06/02/2017	\$0	No Funding Required	Instructional staff and administration

Goal 3: Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it).

Status	Progress Notes	Created On	Created By
N/A	Total funding final amount 36468.	May 31, 2016	Micki Riley
N/A	Total funding decreased to 843.	May 31, 2016	Micki Riley
N/A	Total funding increased to 2368.	May 31, 2016	Micki Riley
N/A	Raz Kids continues to be used school wide given the supporting data. Stride Academy does show some growth.	May 09, 2016	Micki Riley
N/A	Raz-Kids and Stride Academy is being utilized regularly with the students.	February 18, 2016	Mrs. Kathy Gallop
N/A	Stride PMA demonstrated growth for our 2nd grade after school tutoring in both areas of math and reading.	February 18, 2016	Mrs. Kathy Gallop
N/A	Ticket to Read (T2R) is being used, but not with 100% participation. We need to come up with a way for the students to use T2R more often. T2R usernames and passwords to the classroom teacher. Students will use computer lab time to work on T2R, instead of stride academy.	February 18, 2016	Mrs. Kathy Gallop
N/A	Learning.com is being implemented & utilized.	February 18, 2016	Mrs. Kathy Gallop

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N/A	Learning.com is being implemented & utilized.	February 18, 2016	Mrs. Kathy Gallop
N/A	Continue	May 20, 2015	Micki Riley
N/A	Concerns about intermittent problems with access to the internet are being addressed by the technology teacher and system support.	March 02, 2015	Micki Riley

Measurable Objective 1:

100% of Pre-K, Kindergarten, First and Second grade students will demonstrate a behavior having access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication multimedia content creation, and consumption in Career & Technical by 06/02/2017 as measured by technology program reports.

Strategy 1:

ICDs and BYOD - Work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use.

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

Research Cited: National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012)

Status	Progress Notes	Created On	Created By
N/A	Continue	May 20, 2015	Micki Riley

Activity - Internet Connected Devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement the use of internet connected devices on a daily basis (IPAD cabinet and other instructional supplies). Utilize state technology funds for computers and instructional supplies as voted by faculty \$ 6,290.	Technology	08/15/2016	06/02/2017	\$6290	State Funds	All K-2 Teachers, Special Education Teachers, Technology Teacher, and Administration

Status	Progress Notes	Created On	Created By
In Progress	Continue	May 20, 2015	Micki Riley
In Progress		March 02, 2015	Micki Riley

Goal 4: Prepare and support teachers to graduate College and Career Ready Students.

Status	Progress Notes	Created On	Created By
N/A	We need to match the new budget with the ACIP activities	February 18, 2016	Mrs. Kathy Gallop
N/A	T-Shirt Tuesday worked as an attendance incentive based on the numbers.	February 18, 2016	Mrs. Kathy Gallop
N/A	Over 2,000 parent communication has been sent home for our title 1 students.	February 18, 2016	Mrs. Kathy Gallop

Measurable Objective 1:

demonstrate a proficiency in reading and math by maintaining 85% or greater of students being proficient by 06/02/2017 as measured by end of quarter reading and math assessments (EQT)..

Strategy 1:

Professional Development - Teachers and staff will participate in "The Leader in Me" training to address leadership development and learning in students. Participate in Educate/Lead Alabama as appropriate for professional growth. Resources needed include PST/RtI and Review 360 system reports.

Category: Develop/Implement Student and School Culture Program

Research Cited: The Leader in Me - Stephen R. Covey, Sean Covey, Muriel Summers, David K Hatch

Activity - The Leader in Me training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and administration will participate in professional development addressing development of leadership skills in students. Utilize Title II funds (symposium, substitutes, stipends, and materials) and technology funds (live announcements and leadership day)\$8,225.	Professional Learning	08/10/2016	06/02/2017	\$8225	Title II Part A	All staff and administration

Status	Progress Notes	Created On	Created By
In Progress	Survey results show students responses for other teachers know me slightly decreasing. Leadership clubs will provide opportunities for students to get to know other teachers in the school. Survey results also showed students indicating slight increases for families enjoy visiting the school. Leadership programs should provide families more opportunities to visit with their student's leadership roles being showcased.	December 07, 2016	Micki Riley

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Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in PST/Rtl. Utilize state professional development funding for substitutes as voted by faculty \$ 2,368.	Professional Learning	09/14/2016	05/15/2017	\$2368	State Funds	Teachers, resource staff and administration

Activity - CFA Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in CFA training and development.	Professional Learning	10/03/2016	06/02/2017	\$0	No Funding Required	Administration, resource teachers, and classroom teachers.

Strategy 2:

CCSS Professiona Development - Teachers and staff will participate throughout the 16/17 school year in professional development activities addressing CCSS and the 5E Model.

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

Research Cited: CCSS

Activity - Common Core Science Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for Common Core Science Standards and 5E Model.	Academic Support Program	09/14/2016	05/17/2017	\$0	No Funding Required	All teachers and administration

Status	Progress Notes	Created On	Created By
In Progress	The activity was changed due to the AMSTI training no longer being available.	October 25, 2016	Micki Riley

Measurable Objective 2:

demonstrate a behavior being able to use digital resources and technology tools in order to utilize quality, engaging learning experiences that best prepare PK-12 students with the skills, knowledge and dispositions necessary to be successful in school and careers by 06/02/2017 as measured by the successful completion of a learning module..

Strategy 1:

Professional and Ethical Responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. A learning module will be provided by the school system for all grade levels to be completed online.

Category: Develop/Implement Learning Supports

Research Cited: International Society for Technology in Education (ISTE)

Activity - Learning Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-2 Students will compete a learning module that teaches and assesses appropriate digital citizenship.	Academic Support Program, Technology	10/03/2016	06/02/2017	\$0	No Funding Required	All K-2 teachers and counselor.

Goal 5: Implement Tier II and Tier III intervention strategies to increase the percent of kindergarten students scoring at or above benchmark on STAR Early Literacy from 40% in the fall of 2016 to 68% in the spring of 2017.

Measurable Objective 1:

A 28% increase of Kindergarten grade students will demonstrate a proficiency in early reading literacy from 40% in the fall to 68% in the spring in Reading by 06/01/2017 as measured by STAR Early Literacy.

Strategy 1:

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Intervention - Implement Tier II and Tier III intervention strategies daily with identified students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Keene and Zimmerman (2007), Fountas and Pinnell (2006), Miller (2002), Harvey and Goudvis (2006)

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified Students will be served daily for Tier II and Tier III reading intervention for a minimum of 30 minutes daily for Tier II and Tier III intervention.	Direct Instruction	09/06/2016	06/01/2017	\$0	No Funding Required	Teachers and support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CFA Professional Development	Teachers will participate in CFA training and development.	Professional Learning	10/03/2016	06/02/2017	\$0	Administration, resource teachers, and classroom teachers.
Teach Work Study Habits	First and second grade students will receive guidance using the cycle of instruction to learn and apply appropriate work study habits related to school success.	Academic Support Program	10/17/2016	06/02/2017	\$0	Counselor
Leadership Notebook Conferencing	The counselor will conference with students about progress towards personal, academic, and work-study related goals.	Parent Involvement, Academic Support Program	10/17/2016	06/02/2017	\$0	Counselor
Learning Module	All K-2 Students will compete a learning module that teaches and assesses appropriate digital citizenship.	Academic Support Program, Technology	10/03/2016	06/02/2017	\$0	All K-2 teachers and counselor.
Quarterly Perfect Attendance Awards	Students will be recognized for perfect attendance quarterly at the school's honors assembly.	Academic Support Program	10/24/2016	06/02/2017	\$0	Instructional staff and administration
Small Group Guidance and Counseling	The counselor will provide small group guidance for grades 1 and 2 or individual counseling for grades k - 2 for a minimum of four sessions. Counseling may include daily check in check out with students. All students suspended from the bus will be targeted.	Direct Instruction	09/26/2016	06/02/2017	\$0	Counselor
Whole Group Guidance	The counselor will provide whole group guidance for leadership using the cycle of instruction in grades k-2	Direct Instruction	08/29/2016	06/02/2017	\$0	Counselor
Guidance	K- 2 students will participate in one guidance lesson using the cycle of instruction on the importance of attending school regularly.	Academic Support Program	10/17/2016	06/02/2017	\$0	Counselor
Sock it to Math	All students will participate weekly in fact drills.	Academic Support Program	09/09/2016	06/02/2017	\$0	All K-2 teachers

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Common Core Science Standards	Professional development for Common Core Science Standards and 5E Model.	Academic Support Program	09/14/2016	05/17/2017	\$0	All teachers and administration
Weekly Awards	Students with perfect attendance will be able to wear their favorite T-Shirts on Tuesdays.	Academic Support Program	08/30/2016	05/30/2017	\$0	Instructional staff, administration, counselor
Intervention	Identified Students will be served daily for Tier II and Tier III reading intervention for a minimum of 30 minutes daily for Tier II and Tier III intervention.	Direct Instruction	09/06/2016	06/01/2017	\$0	Teachers and support staff
Calendar Math	Each grade level will use Everyday Counts Calendar Math to improve concepts of number sense and computation.	Academic Support Program	08/29/2016	06/02/2017	\$0	All K-2 teachers
Small Group Guidance	The counselor will provide small group guidance for a minimum of four sessions for identified 1st and 2nd grade students.	Direct Instruction	10/17/2016	06/02/2017	\$0	Counselor
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
The Leader in Me training	Staff and administration will participate in professional development addressing development of leadership skills in students. Utilize Title II funds (symposium, substitutes, stipends, and materials) and technology funds (live announcements and leadership day)\$8,225.	Professional Learning	08/10/2016	06/02/2017	\$8225	All staff and administration
Total					\$8225	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Progress	All K-2 and special education teachers will utilize student progress monitoring booklets to identify student strengths and weaknesses in early literacy skills. If the student is identified as benchmark, he/she will receive progress monitoring once a month. If the student is identified as strategic, he/she will receive progress monitoring every other week. If the student is identified as intensive, he/she will receive progress monitoring once a week. Utilize state funds \$1,852,200 for 33.75 teachers (instruction), principal (administration/supervision), .5 counselor (guidance) and librarian (media services). Utilize district/local funds for employee benefits and teacher supplement, 2 teachers, 1 paraprofessional and utilities \$287,254.	Academic Support Program	09/14/2016	06/02/2017	\$287254	K-2 and special education teachers

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Direct Instruction	Content area teachers will provide direct instruction to EL students utilizing cycle of instruction, the k-3 Literacy Framework, Soudy System, and Traits Writing.	Direct Instruction	08/10/2016	06/02/2017	\$0	Content teachers, administrators, EL Coordinator
Total					\$287254	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SNAP	Second grade will implement the SNAP reading program daily to improve comprehension skills (text complexity).	Academic Support Program	09/19/2016	06/02/2017	\$0	Second grade teachers
Leadership Recognition	Each class will select a student monthly who best displays leadership and that student will be recognized school wide and at the quarterly honors assembly.	Other	08/31/2016	06/02/2017	\$800	Counselor
STRIDE	Students will use STRIDE to support and enhance classroom math instruction.	Academic Support Program	09/09/2016	06/02/2017	\$0	Grade level teachers, special education teachers, technology teacher.
Stride Academy and Raz Kids	Students will use STRIDE and Raz Kids weekly in classrooms and computer labs.	Academic Support Program	09/14/2016	06/02/2017	\$2949	Grade level teachers, special education teachers, technology teacher and administration
Total					\$3749	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Internet Connected Devices	All teachers will implement the use of internet connected devices on a daily basis (IPAD cabinet and other instructional supplies). Utilize state technology funds for computers and instructional supplies as voted by faculty \$ 6,290.	Technology	08/15/2016	06/02/2017	\$6290	All K-2 Teachers, Special Education Teachers, Technology Teacher, and Administration

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Monitor Progress	All K-2 and special education teachers will utilize student progress monitoring booklets to identify student strengths and weaknesses in early literacy skills. If the student is identified as benchmark, he/she will receive progress monitoring once a month. If the student is identified as strategic, he/she will receive progress monitoring every other week. If the student is identified as intensive, he/she will receive progress monitoring once a week. Utilize state funds \$1,852,200 for 33.75 teachers (instruction), principal (administration/supervision), .5 counselor (guidance) and librarian (media services). Utilize district/local funds for employee benefits and teacher supplement, 2 teachers, 1 paraprofessional and utilities \$287,254.	Academic Support Program	09/14/2016	06/02/2017	\$1852200	K-2 and special education teachers
Accelerated Reader AR	All students will participate in the AR program weekly. Utilize state library enhancement funds as voted by faculty for books/ periodicals \$ 814.	Academic Support Program	09/07/2016	06/02/2017	\$814	Grade level teachers
Cycle of Instruction - Intervention	Teachers will implement the cycle of instruction with I Do, We Do, You Do on a daily basis. Tier II and Tier III instruction will be provided by teachers and intervention teachers. This will be monitored through the intervention plan books and notes and walk-throughs.	Academic Support Program	09/06/2016	06/02/2017	\$15022	K-2 teachers and administration
Problem Solving Team	All teachers will participate in PST/Rtl. Utilize state professional development funding for substitutes as voted by faculty \$ 2,368.	Professional Learning	09/14/2016	05/15/2017	\$2368	Teachers, resource staff and administration
Total					\$1876694	

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.

DRAFT

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback 16-17

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

DRAFT

Areas of Notable Achievement

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

Student: All areas on the students survey indicated positive results of 100% except one (15.38% indicated their parents don't like to come to the school).

Parent:

The staff has high expectations for students.

The school has a safe learning environment.

The school's purpose statement focuses on student success.

Staff:

The school's purpose statement focuses on student success.

Continuous improvement process.

Highly qualified staff.

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

The staff survey showed increasing trends in satisfaction or approval for purpose and direction with ten out of thirteen survey questions having increases in positive scores. Increasing trends in stakeholder satisfaction and approval were also shown for using results for continuous improvement with six of the seven questions showing increases in average scores. Parent surveys showed increasing trends in average scores for governance and leadership and teaching and assessing for learning. Student surveys showing increasing trends in average scores for all questions except one.

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

Findings were consistent for purpose and direction, teaching and assessing for learning and for continuous improvement.

Areas in Need of Improvement

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

The staff survey indicated lower levels of satisfaction or approval for staff members providing peer coaching (average score 4.03) and a formal process being in place to support new staff members in their professional practice (average score 3.83). Student survey responses for the question "My family likes to come to my school" has an average score of 2.54 with 15.38% of students stating no as a response and 15.38% stating maybe as a response.

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

16 questions under the Teaching and Assessing for Learning showed a negative trend in stakeholder satisfaction or approval. Only 3 of those had a rating showing a rating under disagree (2.78%). Two of the questions were a weakness (average scores below 4.3). The staff survey showed a 4.03 average score for staff members providing peer coaching and 3.83 average score for a formal process being in place to support new staff members in their professional practice. The student survey question "My family likes coming to my school" shows an average score decrease for the last 2 years from average scores of 2.64 in spring 2015 to 2.54 in spring 2016.

What are the implications for these stakeholder perceptions?

The ACIP team noted concerns about support for new staff, peer coaching and student responses regarding family liking to come to the school. At the time the survey was taken, Hutchens did not have any new staff. The team also identified several program supports that would benefit new staff. The school already has grade level teams, PST, intervention and special education resource teachers, and a technology resource teacher. Peer coaching will be provided by the intervention teacher in the 2016-17 school year to provide additional support to classroom teachers. The team also discussed seeking clarification from students on perceptions about family liking to come to the school. The counselor will share the data with students and discuss possible reasons for students' responses.

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

The identified areas with the lowest overall scores from the staff survey are both in the Teaching and Assessing for Learning section of the survey. This is also the section where average scores show some declines in approval and satisfaction ratings. The average scores continue to be high in this section even though the trend shows some decreases.

Report Summary

Scores By Section

