



ACIP

Evans Elementary School

Albertville City Board of Education

Dr. Robert Sims, Principal
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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Improvement Plan Stakeholder Involvement

Introduction.....	8
Improvement Planning Process.....	9

Student Performance Diagnostic

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	15
Report Summary.....	16

ACIP Assurances

Introduction 18

ACIP Assurances 19

EES 2016-2017 Plan for Accreditation Report and for Continuous Improvement

Overview 21

Goals Summary 22

- Goal 1: Reading Goal 23
- Goal 2: Math Goal 24
- Goal 3: School Safety 26
- Goal 4: Wellness 27
- Goal 5: Parent Involvement Goal 29
- Goal 6: Professional Development 30
- Goal 7: Writing Goal 31
- Goal 8: All students will become College and Career Ready by participating in a learning environment that promotes digital literacy, as indicated by a 2% increase in Reading ASPIRE results from a Spring 2015 baseline of 33% proficient. 32

Activity Summary by Funding Source 34

Stakeholder Feedback Diagnostic

Introduction 41

Stakeholder Feedback Data 42

Evaluative Criteria and Rubrics 43

Areas of Notable Achievement 44

Areas in Need of Improvement 45

Report Summary 46

Title I Schoolwide Diagnostic

Introduction 48

Component 1: Comprehensive Needs Assessment..... 49

Component 2: Schoolwide Reform Strategies..... 51

Component 3: Instruction by Qualified Staff..... 124

Component 4: Strategies to Attract Qualified Teachers..... 125

Component 5: High Quality and Ongoing Professional Development..... 126

Component 6: Transition Strategies..... 127

Component 7: Teacher Participation in Making Assessment Decisions..... 128

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 129

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources..... 131

Component 10: Evaluation..... 133

Coordination of Resources - Comprehensive Budget

Introduction 136

I. State Foundation Funds: 137

 Title I..... 138

 Title II..... 139

 Title III..... 140

 Title IV..... 141

 Title VI..... 142

Career and Technical Education-Perkins IV..... 143

Other..... 144

Local Funds..... 145

Strategies to Increase Parental Involvement

Introduction..... 147

Strategies to Increase Parental Involvement..... 148

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?

Evans Elementary currently has 809 fifth and sixth grade students. Evans is a Title 1 school, located in Albertville, Alabama at 901 West McKinney Avenue and is a part of the Albertville City School System. Over the past three years, there has been a significant change in faculty and staff. Currently our faculty and staff consists of one main administrator with an assistant principal, fifteen fifth grade teachers, fourteen sixth grade teachers, twenty special area teachers and support staff. The student population has increased from approximately 764 to the current 809. Albertville City has an estimated population of 21,160 in 2015-2016. The median household income of families in Albertville is \$36,235. Our city is made up of a diverse population: 75% White, 27% Hispanic, 1.7% Black, 2.3% other (Haitian, Micronesian, Ethiopian, Burmese, Asian, American Indian). There are approximately 6,566 households of which 32.7% have children under the age of 18 living with them. 31.8% of Albertville families are living below the poverty line.

The school environment provides structure, safety, and routine to support student success. We encourage parent and community involvement. The overall school success includes a team of administrators, teachers, special area teachers, paraprofessionals, staff, and parents. It is our goal to have a line of open communication to make sure that our students succeed. The faculty and staff make decisions based on the best interests of the children we serve.

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.

Evans aligns our mission, vision, values, and/or beliefs with the vision of Albertville City Schools, The Albertville Advantage: A Superior Education - Today, Tomorrow, Together. Our school system stresses always doing what is in the best interest of the students we serve. The Albertville City School system has several key belief statements that are key to the success of our students. We believe that all children are equally important and that the family is the child's first and most influential teacher. We believe that effective, motivated, and professional teachers are the key to student success. Albertville City School system believes that the quality of the school environment is critical and that diversity is a strength that provides a competitive advantage for our students. It is our belief that there are many ways to measure student success and that all students can complete high school and be competitive in the global society. We believe that the success of schools is vital to the future of our community.

The Mission of Evans Elementary School is to establish a strong foundation for lifelong learning by nurturing, challenging, and guiding students toward the maximum potential. We strive to prepare our students to be college or career ready.

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.

Evans' notable achievements and areas of improvement in the last three years include award winning student technology and math teams, increased math and reading achievement scores, the development of instructional teacher teams, increased instructional time, student spiraled learning and remediation through Aspire Classroom and tiered instruction.

Within the next three years, our school will strive to increase student achievement in math and reading through the implementation of Common Core standards, project-based learning classrooms, STEM classrooms, and Springboard. We will also be utilizing Laying the Foundation materials. We will continue to focus on content literacy strategies, engaging student activities, and technology advancements. This year we will be focusing on writing in all content areas. We will also use the Common Core GoMath series to increase Math scores in both the 5th and 6th grades.

Additional Information

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

Our school leadership and parent involvement teams will be instrumental in collaborative planning that will be beneficial in helping us to meet student achievement goals and foster a strong sense of community.

We strive to provide our students with the most effective education through a safe and nurturing environment. Students should feel the family atmosphere and genuine concern that our school and staff has for them. At Evans we strive to create learners that take ownership in their own education and expect great things from themselves. Learning should be engaging, fun, and interactive. We use technology, collaborative grouping, and tiered remediation to ensure that are students are engaged and making progress.

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.

Parent survey information is distributed by a school messenger system and letters are sent home to all parents. Newsletters and the school website contain links and instructions on taking the parent survey. The survey is analyzed for areas of strengths and weaknesses. A Stakeholder Action Team is established. The Stakeholder Action Team, which represents our diverse population (EL, special needs, gifted, and general population), parents, community members and teachers is selected by administration and informed of their roles. Meetings are held at various times before school, during school, and after school to accommodate team members. The Stakeholder Action Team meets with administration to review and make recommendations of focus and strategies for improvement.

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

The Stakeholder Action Team is made up of individuals representative of our population in ethnicity, special area, and general population. Stakeholder Action Team, general parent population, and community members review and provide input in decision making regarding our yearly CIP and Parental Involvement Plan. The Stakeholder Action Team, parents, community members, and teachers meet with administration to review and make recommendations of focus and strategies for improvement.

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

Administration meets with stakeholders at the beginning and conclusion of the year. The revised plan is presented to the stakeholder team by the administration. Plans for improvement are presented to the staff at faculty meetings, team meetings, and other meetings throughout the school year. Professional development opportunities are provided to bridge areas of need. Throughout the year administration and leadership teams review and maintain CIP guidelines and goals. At the conclusion of the year, administration again meets with stakeholders and discusses actions that were put into place to increase areas of weakness and expand on areas of strength. The CIP is available for review by visiting the school or accessing it online. Any suggestions, comments, or questions are welcomed by the school.

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		5th grade Aspire 6th grade Aspire 2015 review aspire 2016 results goal review Student Performance Data Document Testing Participation 2015- 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

The area that was closest in performance level on ACT Aspire was the English subject. 5th grade performed at 59% and sixth grade scored 70% at national ready levels. The sixth grade scored 40% proficiency in reading. This was a one-point increase over last year. The math proficiency was 51%, an increase of two percent. The English scores were 70% proficiency. This was an increase of six points. The science scores show 40%, an increase of three points. The writing score was 47%. This shows a fourteen-point increase over last year.

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

Math in 5th shows a +7 gain, Writing in 5th grade shows a +9 gain. Writing in 6th grade shows a +14 gain, and English in 6th grade shows a +6 gain. The sixth grade scored 40% proficiency in reading. This was a one-point increase over last year. The math proficiency was 51%, an increase of two percent. The English scores were 70% proficiency. This was an increase of six points. The science scores show 40%, an increase of three points. The writing score was 47%. This shows a fourteen-point increase over last year.

Which area(s) indicate the overall highest performance?

Students scored highest in English across both grades, with 5th grade scoring in the 59th percentile and 6th grade scoring in the 70th percentile.

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

Special education shows signs of growth in English.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between homeless and LEP across all subjects.

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

Aspire scores throughout the school are consistent with Aspire Interim and Access testing.

Areas in Need of Improvement

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

Fifth grade reading, English, and science scores are below the expected levels of performance.

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

A negative trend was shown in 5th grade reading, English, and science.

Which area(s) indicate the overall lowest performance?

5th grade writing showed the lowest overall percentile rank at 19th percentile.

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

LEP students showed a decreased performance in reading on ACT Aspire scores.

Between which subgroups is the achievement gap becoming greater?

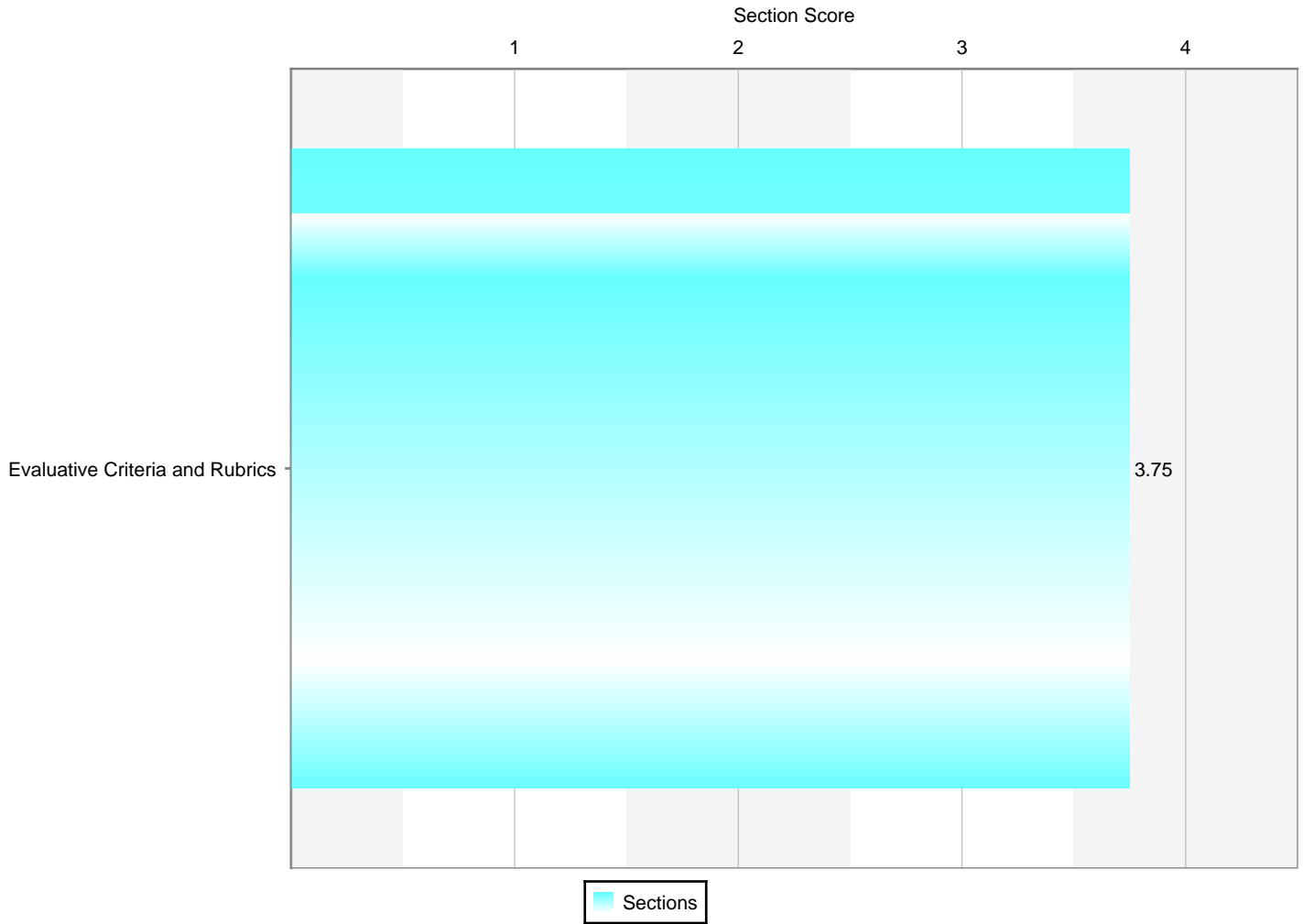
The achievement gap between Caucasian students and LEP students is slightly greater in reading and math on ACT Aspire scores.

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

LEP student scores were consistent on ACT Aspire proficiency, Aspire Interim, and ACCESS scores of students who did not test out.

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		Leadership ACIP leadership review

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		no discrim

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	Tim Tidmore, Coordinator Title IX, and 504 or Mrs. Kristi Pair, Director Title II at 107 West Main Street, Albertville, AL 35950. Phone: (256) 891-1183.	

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		PIP

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		3 way pledge review

EES 2016-2017 Plan for Accreditation Report and for Continuous Improvement

Overview

Plan Name

EES 2016-2017 Plan for Accreditation Report and for Continuous Improvement

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	Reading Goal	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$0
2	Math Goal	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$0
3	School Safety	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$0
4	Wellness	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0
5	Parent Involvement Goal	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$200
6	Professional Development	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$0
7	Writing Goal	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
8	All students will become College and Career Ready by participating in a learning environment that promotes digital literacy, as indicated by a 2% increase in Reading ASPIRE results from a Spring 2015 baseline of 33% proficient.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$90100

Goal 1: Reading Goal

Measurable Objective 1:

50% of 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 on the mandatory state testing in Reading by 05/25/2017 as measured by the Aspire Assessment..

Strategy 1:

Strategies for Reading Success - Whole and small group instruction delivered daily to ensure standard based Tier I instruction using textbook; phonic decoding, vocabulary word study, differentiated instruction to struggling students to provide Tier II instruction/informal/formal assessment progress monitoring using weekly and unit assessments provided by the reading series, provide practice with the provided examples with the ASPIRE ASSESSMENT, implement SpringBoard (pre ACT program) in 6th grade, Scott Foresman Literacy and Intervention Program in 5th grade (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. ASPIRE Periodic assessment will be used to spiral learning and is used as an indicator of students with special needs. USA Test Prep will be utilized to guide instruction. Content literacy strategies are implemented and applied as part of daily instructional practices.

Category:

Activity - SpringBoard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th grade Language Arts teachers were trained in reading strategies encompassed by the SpringBoard and Laying the Foundation curriculums. 6th grade reading teachers attend vertical alignment sessions with the 7-12th grade teachers on 4 sessions throughout the year.	Direct Instruction	08/10/2016	05/31/2017	\$0	District Funding	6th grade language arts staff and administration
Activity - Content Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training through Alabama Reading Initiative. Skills are provided that will enhance the learning experience of all children such as engaging activities, which include peer interaction and hands on experiences. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.	Academic Support Program	08/10/2016	05/31/2017	\$0	District Funding	All Staff and Administration
Activity - ASPIRE Periodic Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Evans Elementary School

Aspire Classroom will be used to determine specific academic needs of tier 2 and tier 3 students 5th and 6th grade students. This assessment will be administered yearly to establish a baseline and then administered throughout the year to determine progress of PST students. This assessment is used as our progress monitoring tool for the problem solving team. The Aspire Periodic Classroom will be the benchmark for all kids to show growth throughout the year.	Academic Support Program	08/10/2016	05/31/2017	\$0	District Funding	Language Arts teachers, Counselor, and Administration
Activity - Scott Foresman	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th grade language arts teachers have been trained in the effective use of the Scott Foresman Reading Series and Intervention tools.	Direct Instruction	08/10/2016	05/31/2017	\$0	District Funding	5th grade language arts teachers and administration
Activity - Pacing Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers adjusted the pacing guide.	Direct Instruction	08/10/2016	05/31/2017	\$0	No Funding Required	Reading teachers
Activity - Read to Succeed Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A program to increase reading fluency and level	Academic Support Program	01/01/2017	05/31/2017	\$0	No Funding Required	Reading teachers, homeroom teachers, and librarian
Activity - Google Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participated in a web Wednesday training on Google Classroom. In reading class student are using Google classroom for applying technology to comprehension passages, uses graphics for students to read.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Reading teachers
Activity - Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tara Snider will be used as an instructional partner for all of the teachers at Evans.	Academic Support Program, Professional Learning	08/10/2016	05/31/2017	\$0	State Funds	Tara Snider

Goal 2: Math Goal

Measurable Objective 1:

60% of 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 on the mandatory state testing in Mathematics by 05/31/2017 as measured by the Aspire Assessment..

Strategy 1:

Strategies for Math Success - AMSTI approaches and Go Math curriculum are used to guide instruction through math centers, daily lessons, and weekly review tests (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom through small group interventions. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. Aspire Periodic Assessment is used to determine individual needs of Tier 2 and Tier 3 students and is our benchmark assessment for problem solving team. It is also an indication of performance on end of year state assessment (ASPIRE). Professional development on guided instruction will be used for all new math teachers. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.

Category:

Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All current teachers will have access to Laura Clemons or Linda Bridges (AMSTI Regional Director) to implement teaching strategies and the new Common Core Objectives. 5th grade will meet with Laura Clemons to discuss standards and Depths of Knowledge. 6th grade will meet with Linda Bridges.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Math Teachers and Administration
Activity - Go Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers receive training on the effective use of the Go Math curriculum.	Direct Instruction	08/10/2016	05/31/2017	\$0	No Funding Required	Math Staff and Administration
Activity - Aspire Periodic	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Aspire Classroom is used to determine specific academic needs of tier 2 and tier 3 fifth and sixth grade students. This assessment will be administered at the beginning of the school year to all students, and will be used throughout the school year to measure the progress of students who have been identified as Tier 3. The assessment is used as our progress monitoring tool for the problem solving team.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Math teachers, Counselor, and Administration
Activity - Educational Technology Aides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kahn Academy is used for year 1 EL students to work on basic math skills. Google Classroom is used for students to play educational games and to listen to recorded instruction.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Math teachers

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math, Reading, and Science 6th grade teachers meet with Kristi Pair and discuss core curriculum with 7-12th grade teachers.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	6th-12th grade teachers, administrators, and Kristi Pair

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Evans math faculty will be mentored and taught by our system math coach in order to ensure the success of our students.	Professional Learning	08/10/2016	05/31/2017	\$0	Other	Math teachers, Math Coach, and Administration

Goal 3: School Safety

Measurable Objective 1:

demonstrate a behavior that shows evidence of an understanding of bullying/harassment by 05/31/2017 as measured by identifying situations that are harmful to self and others and steps taken for prevention and/or intervention for those situations.

Strategy 1:

Increase Awareness of Bullying/Harassment Incidents - Weekly group counseling to educate students as to what bullying and harassment is and what it is not.

Category: Implement Guidance and Counseling Plan

Activity - Counseling Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly group counseling classes will educate students about what is and what is not bullying/harassment.	Behavioral Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Counselors and Administration

Activity - Active Shooter Drill	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in an active shooter drill by Albertville Police Department	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	Administrators and staff

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

Evans Elementary School

A full time on site school resource officer monitors school activity and positively interacts with students.	Behavioral Support Program	08/10/2016	05/31/2017	\$0	District Funding	Administration and Resource Officer
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Activity - Teacher Bullying Awareness Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rhonda Springfield will provide the staff with Bullying Awareness Training.	Professional Learning	08/10/2016	05/31/2017	\$0	District Funding	Administration , Rhonda Springfield

Activity - Lock Down Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and faculty participate in lock down drills to be familiar with what to do during an actual emergency	Other	08/10/2016	05/31/2017	\$0	No Funding Required	All staff

Measurable Objective 2:

demonstrate a behavior to improve classroom management/discipline and build supportive learning environments by 05/31/2017 as measured by a reduction in office referrals and improved student achievement.

Strategy 1:

Discipline Plan - A consistent plan of discipline will be used school wide.

Category: Other - Behavior

Activity - Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive student behavior will be modeled and encouraged. Each team will create an incentive plan for positive behavior. Student behavior will be tracked within each teacher's classroom. Parents will be contacted often regarding inappropriate student behavior. Unacceptable behavior will compound to an eventual referral to the office. Each teacher will follow the same plan to ensure equality throughout the school.	Behavioral Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	All teachers and Administration

Activity - ABE Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific behavior problems will be addressed by using the research based program, ABE. This is a computer program that students will complete to address the discipline problem that the student exhibits. Administration will monitor completion of the ABE assignment, the success of assignment, and how it impacts the future of the student.	Behavioral Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Administration

Goal 4: Wellness**Measurable Objective 1:**

ACIP

Evans Elementary School

collaborate to improve the health and wellness of students while promoting nutritional education and physical activity to improve students' health in reducing childhood obesity by 05/31/2017 as measured by 90% participation in Kid Check which checks BMI, vision, and dental health.

Strategy 1:

Wellness Awareness - The system nurse will provide opportunities and information for faculty, staff, and students to receive benefits from wellness activities.

Category:

Activity - Kid Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Kid Check program which checks BMI, vision, and dental.	Other	08/10/2016	05/31/2017	\$0	No Funding Required	Nurse and Administration
Activity - Flu Vaccination	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flu vaccinations will be offered to reduce the number of cases of flu.	Other	08/10/2016	05/31/2017	\$0	No Funding Required	Nurse and Administration
Activity - Puberty	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive support from staff in regards to changes that the body goes through during puberty. The school nurse will teach students how to handle what is taking place to their bodies due to hormonal changes. The school nurse will continue to support student when these changes become a challenge in the student's daily lives.	Other	08/10/2016	05/31/2017	\$0	No Funding Required	Nurse and Administration
Activity - Health	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Physical education teachers will provide students with physical activities that can be easily practiced at home and discuss health/nutrition with students. Dietary posters will be displayed in the lunchroom.	Behavioral Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Physical education teacher, CNP manager, and Administration
Activity - Staff Wellness Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wellness check for staff	Other	08/10/2016	05/31/2017	\$0	No Funding Required	Administrators and school nurse
Activity - Free Lunch and Breakfast or 2nd Chance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Free breakfast or 2nd chance snack and free lunch is offered to all students.	Other	08/10/2016	05/31/2017	\$0	District Funding	CNP Staff and Administration

Goal 5: Parent Involvement Goal

Measurable Objective 1:

collaborate to promote active parent involvement through the school year with a variety of programs and meetings that are meaningful to all parents by 05/31/2017 as measured by an evaluation by the Stakeholder Action Team.

Strategy 1:

Parental Involvement Plan - Evans Elementary promotes active parent involvement throughout the school year with a variety of programs and meetings.

Category:

Research Cited: Stakeholder surveys

Activity - Annual Title I Parent Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the Annual Title I Parent Meeting, information is given about what it means to be a Title I school, Title I program offerings, and how Title I funds are allocated. This meeting is held in September. All meetings are scheduled at various times during the day and evenings to accommodate all of our working parents.	Parent Involvement	08/10/2016	05/31/2017	\$0	No Funding Required	Administration
Activity - Family Fun Night for Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students along with their parents participate in Common Core and AMSTI Science activities and experiments.	Parent Involvement	10/01/2016	10/31/2017	\$200	General Fund	Administration, Science teachers, and other staff
Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Meet and Greet, Orientation, Open House, EL Parent Meeting, Parent-Teacher Conferences are held throughout the year.	Parent Involvement	08/10/2016	05/31/2017	\$0	No Funding Required	Administration, Counselor, Special Education Teachers, General Ed. Teachers
Activity - School-Parent Compact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Stakeholder Action Team consisting of parents, teachers, students, and community leaders participate and agree to follow the guidelines set forth by the school. Our goal is 100% participation of all parties signing the contract.	Parent Involvement	08/10/2016	05/31/2017	\$0	No Funding Required	Administration , Leadership team, Stakeholder Action Team, parent, and students
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Goal 6: Professional Development

Measurable Objective 1:

collaborate to offer meaningful professional development opportunities to school staff in order to increase student achievement by 05/31/2017 as measured by school developed professional development needs assessment.

Strategy 1:

Embedded professional development to increase student achievement - Staff will collaborate to determine professional development opportunities for school staff.

Category:

Research Cited: Staff survey

Activity - EL Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team members attend training sessions on EL strategies.	Professional Learning	08/10/2016	05/31/2017	\$0	District Funding	EL Team members and administration

Activity - PST Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor, Administration, and teachers attend PST meetings to discuss supports for at-risk students.	Professional Learning	08/10/2016	05/31/2017	\$0	District Funding	Administration , counselor, and general ed. teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluation of academic trends to set yearly student achievement goals	Professional Learning	08/10/2016	05/31/2017	\$0	District Funding	Administration and all instructional staff

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

Evans Elementary School

Workshops on available technology are offered on-site throughout the year.	Professional Learning	08/10/2016	05/31/2017	\$0	District Funding	Technology Action Team, Administration, Teachers
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Activity - Faculty/Staff Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information throughout the year will be provided by Administration and various school action teams.	Professional Learning	08/10/2016	05/31/2017	\$0	District Funding	Administration, Action Teams, Leadership Team, and other system staff

Activity - Book Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Book studies are offered throughout the year based on topics of interest expressed through professional development surveys.	Professional Learning	08/10/2016	05/31/2017	\$0	District Funding	Administration, Professional Development Action Team, and teachers

Strategy 2:

Off Site Professional Development - Administration and teachers will attend off site professional development, including workshops and conferences, that will directly impact student achievement.

Science teachers participated in training for CCRS throughout the 2015-2016 school year.

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

Activity - Workshops and Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and teachers will attend workshops and conferences that directly impact student achievement.	Professional Learning	08/10/2016	05/31/2017	\$0	District Funding	Administration and teachers

Goal 7: Writing Goal**Measurable Objective 1:**

50% of Fifth and Sixth grade students will demonstrate a proficiency on mandatory state testing in Writing by 05/31/2017 as measured by ACT Aspire.

Strategy 1:

Content Area Writing - All teachers will implement writing assignments in their content areas.

Category:

Research Cited: ARI

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will apply the writing process to answer and discuss subject matter. Literacy strategies and content writing will be incorporated into all subjects. Special education teachers and general education teachers will attend co-teacher/ARI training to help special education acquire literacy skills. Teachers will use ACCESS/WIDA information to assist EL students in acquiring literacy skills.	Direct Instruction	08/10/2016	05/31/2017	\$0	No Funding Required	Teachers, special education staff, and EL staff

Strategy 2:

Reading Writing Assignment - Students will be provided with a "Weekly Reading and Comprehension" form. Students will use this form respond to the literature they are reading during reading through answering various writing prompts.

Category:

Research Cited: ACT Aspire writing scores

Activity - Team Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers attended a team meeting to discuss the implementation of daily writing assignment.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Teachers and administration

Goal 8: All students will become College and Career Ready by participating in a learning environment that promotes digital literacy, as indicated by a 2% increase in Reading ASPIRE results from a Spring 2015 baseline of 33% proficient.

Measurable Objective 1:

demonstrate a proficiency by providing a quality learning environment that provides tools for students to be College and Career Ready by 05/31/2017 as measured by increasing the number of certified staff members who are Google Certified .

Strategy 1:

Certified Staff-Google Certification - Certified staff will be encouraged to enroll in and complete all activities outlined in the Google Certification Program. The target is an increase of 6-8 certified staff members becoming Google Certified.

Category:

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Google Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Albertville City Schools will reimburse teachers for their Google Certification fee upon successfully completing all requirements that lead to Google Certification.	Technology, Professional Learning	08/10/2016	05/31/2017	\$100	District Funding	System level core administrative team and the IT Department

Strategy 2:

Implement College and Career Ready Standards - Students will participate in a digital-rich learning environment that promotes College and Career Readiness.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Increase hardware	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and deploy chrome devices in all ELA classroom in grades 3-12	Technology	08/10/2016	05/31/2017	\$90000	Title I Schoolwide	Federal Programs Director , Curriculum and Teaching Director and Technology staff.

Activity - Identify at-risk students and schedule targeted intervention time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III intervention teachers will work with individual students on specific skill deficits.	Technology, Academic Support Program	08/10/2016	05/31/2017	\$0	Title I Schoolwide	Director of Federal Programs and Director of Teaching and Learning.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Identify at-risk students and schedule targeted intervention time	Tier III intervention teachers will work with individual students on specific skill deficits.	Technology, Academic Support Program	08/10/2016	05/31/2017	\$0	Director of Federal Programs and Director of Teaching and Learning.
Increase hardware	Purchase and deploy chrome devices in all ELA classroom in grades 3-12	Technology	08/10/2016	05/31/2017	\$90000	Federal Programs Director , Curriculum and Teaching Director and Technology staff.
Total					\$90000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Professional Development	The Evans math faculty will be mentored and taught by our system math coach in order to ensure the success of our students.	Professional Learning	08/10/2016	05/31/2017	\$0	Math teachers, Math Coach, and Administration
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Educational Technology Aides	Kahn Academy is used for year 1 EL students to work on basic math skills. Google Classroom is used for students to play educational games and to listen to recorded instruction.	Academic Support Program	08/10/2016	05/31/2017	\$0	Math teachers

ACIP

Evans Elementary School

Go Math	New teachers receive training on the effective use of the Go Math curriculum.	Direct Instruction	08/10/2016	05/31/2017	\$0	Math Staff and Administration
Vertical Alignment	Math, Reading, and Science 6th grade teachers meet with Kristi Pair and discuss core curriculum with 7-12th grade teachers.	Academic Support Program	08/10/2016	05/31/2017	\$0	6th-12th grade teachers, administrators, and Kristi Pair
Health	Physical education teachers will provide students with physical activities that can be easily practiced at home and discuss health/nutrition with students. Dietary posters will be displayed in the lunchroom.	Behavioral Support Program	08/10/2016	05/31/2017	\$0	Physical education teacher, CNP manager, and Administration
Aspire Periodic	Aspire Classroom is used to determine specific academic needs of tier 2 and tier 3 fifth and sixth grade students. This assessment will be administered at the beginning of the school year to all students, and will be used throughout the school year to measure the progress of students who have been identified as Tier 3. The assessment is used as our progress monitoring tool for the problem solving team.	Academic Support Program	08/10/2016	05/31/2017	\$0	Math teachers, Counselor, and Administration
Counseling Classes	Weekly group counseling classes will educate students about what is and what is not bullying/harassment.	Behavioral Support Program	08/10/2016	05/31/2017	\$0	Counselors and Administration
Annual Title I Parent Meeting	During the Annual Title I Parent Meeting, information is given about what it means to be a Title I school, Title I program offerings, and how Title I funds are allocated. This meeting is held in September. All meetings are scheduled at various times during the day and evenings to accommodate all of our working parents.	Parent Involvement	08/10/2016	05/31/2017	\$0	Administration
ABE Module	Specific behavior problems will be addressed by using the research based program, ABE. This is a computer program that students will complete to address the discipline problem that the student exhibits. Administration will monitor completion of the ABE assignment, the success of assignment, and how it impacts the future of the student.	Behavioral Support Program	08/10/2016	05/31/2017	\$0	Administration
Flu Vaccination	Flu vaccinations will be offered to reduce the number of cases of flu.	Other	08/10/2016	05/31/2017	\$0	Nurse and Administration
Parent Meetings	Teacher Meet and Greet, Orientation, Open House, EL Parent Meeting, Parent-Teacher Conferences are held throughout the year.	Parent Involvement	08/10/2016	05/31/2017	\$0	Administration, Counselor, Special Education Teachers, General Ed. Teachers

ACIP

Evans Elementary School

Literacy Strategies	Students will apply the writing process to answer and discuss subject matter. Literacy strategies and content writing will be incorporated into all subjects. Special education teachers and general education teachers will attend co-teacher/ARI training to help special education acquire literacy skills. Teachers will use ACCESS/WIDA information to assist EL students in acquiring literacy skills.	Direct Instruction	08/10/2016	05/31/2017	\$0	Teachers, special education staff, and EL staff
AMSTI	All current teachers will have access to Laura Clemons or Linda Bridges (AMSTI Regional Director) to implement teaching strategies and the new Common Core Objectives. 5th grade will meet with Laura Clemons to discuss standards and Depths of Knowledge. 6th grade will meet with Linda Bridges.	Academic Support Program	08/10/2016	05/31/2017	\$0	Math Teachers and Administration
Google Classroom	Teachers participated in a web Wednesday training on Google Classroom. In reading class student are using Google classroom for applying technology to comprehension passages, uses graphics for students to read.	Academic Support Program	08/10/2016	05/31/2017	\$0	Reading teachers
Pacing Guide	Reading teachers adjusted the pacing guide.	Direct Instruction	08/10/2016	05/31/2017	\$0	Reading teachers
Team Meeting	Teachers attended a team meeting to discuss the implementation of daily writing assignment.	Academic Support Program	08/10/2016	05/31/2017	\$0	Teachers and administration
Active Shooter Drill	Staff will participate in an active shooter drill by Albertville Police Department	Professional Learning	08/10/2016	05/31/2017	\$0	Administrators and staff
Puberty	Students will receive support from staff in regards to changes that the body goes through during puberty. The school nurse will teach students how to handle what is taking place to their bodies due to hormonal changes. The school nurse will continue to support student when these changes become a challenge in the student's daily lives.	Other	08/10/2016	05/31/2017	\$0	Nurse and Administration
Read to Succeed Program	A program to increase reading fluency and level	Academic Support Program	01/01/2017	05/31/2017	\$0	Reading teachers, homeroom teachers, and librarian
Staff Wellness Check	Wellness check for staff	Other	08/10/2016	05/31/2017	\$0	Administrators and school nurse
Plan	Positive student behavior will be modeled and encouraged. Each team will create an incentive plan for positive behavior. Student behavior will be tracked within each teacher's classroom. Parents will be contacted often regarding inappropriate student behavior. Unacceptable behavior will compound to an eventual referral to the office. Each teacher will follow the same plan to ensure equality throughout the school.	Behavioral Support Program	08/10/2016	05/31/2017	\$0	All teachers and Administration

ACIP

Evans Elementary School

Kid Check	Students will participate in Kid Check program which checks BMI, vision, and dental.	Other	08/10/2016	05/31/2017	\$0	Nurse and Administration
School-Parent Compact	Stakeholder Action Team consisting of parents, teachers, students, and community leaders participate and agree to follow the guidelines set forth by the school. Our goal is 100% participation of all parties signing the contract.	Parent Involvement	08/10/2016	05/31/2017	\$0	Administration, Leadership team, Stakeholder Action Team, parent, and students
Lock Down Drills	Students and faculty participate in lock down drills to be familiar with what to do during an actual emergency	Other	08/10/2016	05/31/2017	\$0	All staff
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	Tara Snider will be used as an instructional partner for all of the teachers at Evans.	Academic Support Program, Professional Learning	08/10/2016	05/31/2017	\$0	Tara Snider
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Fun Night for Science	Students along with their parents participate in Common Core and AMSTI Science activities and experiments.	Parent Involvement	10/01/2016	10/31/2017	\$200	Administration, Science teachers, and other staff
Total					\$200	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Scott Foresman	5th grade language arts teachers have been trained in the effective use of the Scott Foresman Reading Series and Intervention tools.	Direct Instruction	08/10/2016	05/31/2017	\$0	5th grade language arts teachers and administration
Free Lunch and Breakfast or 2nd Chance	Free breakfast or 2nd chance snack and free lunch is offered to all students.	Other	08/10/2016	05/31/2017	\$0	CNP Staff and Administration

ACIP

Evans Elementary School

EL Team Meetings	Team members attend training sessions on EL strategies.	Professional Learning	08/10/2016	05/31/2017	\$0	EL Team members and administration
Google Certification	Albertville City Schools will reimburse teachers for their Google Certification fee upon successfully completing all requirements that lead to Google Certification.	Technology, Professional Learning	08/10/2016	05/31/2017	\$100	System level core administrative team and the IT Department
ASPIRE Periodic Classroom	Aspire Classroom will be used to determine specific academic needs of tier 2 and tier 3 students 5th and 6th grade students. This assessment will be administered yearly to establish a baseline and then administered throughout the year to determine progress of PST students. This assessment is used as our progress monitoring tool for the problem solving team. The Aspire Periodic Classroom will be the benchmark for all kids to show growth throughout the year.	Academic Support Program	08/10/2016	05/31/2017	\$0	Language Arts teachers, Counselor, and Administration
Technology Integration	Workshops on available technology are offered on-site throughout the year.	Professional Learning	08/10/2016	05/31/2017	\$0	Technology Action Team, Administration, Teachers
Faculty/Staff Meetings	Information throughout the year will be provided by Administration and various school action teams.	Professional Learning	08/10/2016	05/31/2017	\$0	Administration, Action Teams, Leadership Team, and other system staff
SpringBoard	6th grade Language Arts teachers were trained in reading strategies encompassed by the SpringBoard and Laying the Foundation curriculums. 6th grade reading teachers attend vertical alignment sessions with the 7-12th grade teachers on 4 sessions throughout the year.	Direct Instruction	08/10/2016	05/31/2017	\$0	6th grade language arts staff and administration
Book Studies	Book studies are offered throughout the year based on topics of interest expressed through professional development surveys.	Professional Learning	08/10/2016	05/31/2017	\$0	Administration, Professional Development Action Team, and teachers
Teacher Bullying Awareness Training	Rhonda Springfield will provide the staff with Bullying Awareness Training.	Professional Learning	08/10/2016	05/31/2017	\$0	Administration, Rhonda Springfield

ACIP

Evans Elementary School

Content Literacy	Teacher training through Alabama Reading Initiative. Skills are provided that will enhance the learning experience of all children such as engaging activities, which include peer interaction and hands on experiences. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.	Academic Support Program	08/10/2016	05/31/2017	\$0	All Staff and Administration
Data Meetings	Evaluation of academic trends to set yearly student achievement goals	Professional Learning	08/10/2016	05/31/2017	\$0	Administration and all instructional staff
PST Meetings	Counselor, Administration, and teachers attend PST meetings to discuss supports for at-risk students.	Professional Learning	08/10/2016	05/31/2017	\$0	Administration, counselor, and general ed. teachers
Workshops and Conferences	Administration and teachers will attend workshops and conferences that directly impact student achievement.	Professional Learning	08/10/2016	05/31/2017	\$0	Administration and teachers
School Resource Officer	A full time on site school resource officer monitors school activity and positively interacts with students.	Behavioral Support Program	08/10/2016	05/31/2017	\$0	Administration and Resource Officer
Total					\$100	

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		2016-2017 Grades 3-5 2016-2017 Grade 6 parent staff survey response admin teacher survey review

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Evans Elementary School administered stakeholder input surveys to the staff, all students, all parents, and administrators. The instructions were given in English and Spanish. We also provided this information in Haitian when needed. EES worked diligently to ensure that all of the students were able to complete these surveys. That included verbally reading this to a visually impaired parent. We attempt to make all students and parents feel included. These surveys were distributed to all students, parents, and teachers via homerooms. There was also a school climate survey that was administered. We offered incentives on a school-wide basis to encourage participation. On the parent survey we had a return rate of 64.99%. On the staff climate survey we had a return rate of 93.94%. On the staff and teacher technology surveys we had 100% return rate. On the student grade 5 we had a 92.96% return rate. On the grade 6 student survey we had 68.86% return rate. The technology for administrators had a 100% return rate.

On the parent survey, Evans had an average score of 4.24 on our school's purpose statement is clearly focused and student success and our school provides qualified staff members to support student learning. We had a 4.25 on my child has up-to-date computers and other technology to learn. We scored a 4.36 on our school provides a safe learning environment. My child is prepared for success in the next school year scored a 4.26.

On the school climate teacher survey, Evans scored a 1.58 in the area of providing opportunities for my students to get individual help before or after school. We also had a 1.87 on students try to do a good job on schoolwork. We scored a 2.03 on the area of rules are enforced at my school. I am able to express my opinions candidly and parents at my school are engaged in the decision making process scored a 1.77. We had a 1.63 on I feel the workload for a teacher at my school is reasonable. We scored a 1.97 on the parent at this school are engaged in the instructional process. There was a score of 2.13 on my students' parents are involved in their children's education. We scored a 2.2 on parents' generally volunteer time to assist at my school. We had a 1.93 on parents at my school attend school activities. We had 1.87 on teachers are rarely absent from school. We also had 2.9 on in my school, it is difficult to teach because things are always are changing. The highest level of satisfaction from the student yearly survey is "my school prepares me for success in the next school year". The highest level of satisfaction via the surveys was found in the section --Our school provides a safe learning environment with a 4.36.

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

In the 6th grade student survey, the increasing trend is "in my school, teachers work together to improve student learning." In the parent survey, an increasing trend is "our school provides a safe learning environment."

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

On the parent survey, Evans had an average score of 4.24 on our school's purpose statement is clearly focused and student success and our school provides qualified staff members to support student learning. We had a 4.25 on my child has up-to-date computers and other technology to learn. We scored a 4.36 on our school provides a safe learning environment. My child is prepared for success in the next school year scored a 4.26. These findings were consistent with Albertville Elementary School.

Areas in Need of Improvement

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

The lowest level of satisfaction fell with the number 16--All of my child's teachers keep me informed regularly of how my child is being graded with a 3.7.

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

The area that shows decrease would be: "all of my child's teachers keep me informed regularly of how my child is being graded" with a 3.7.

What are the implications for these stakeholder perceptions?

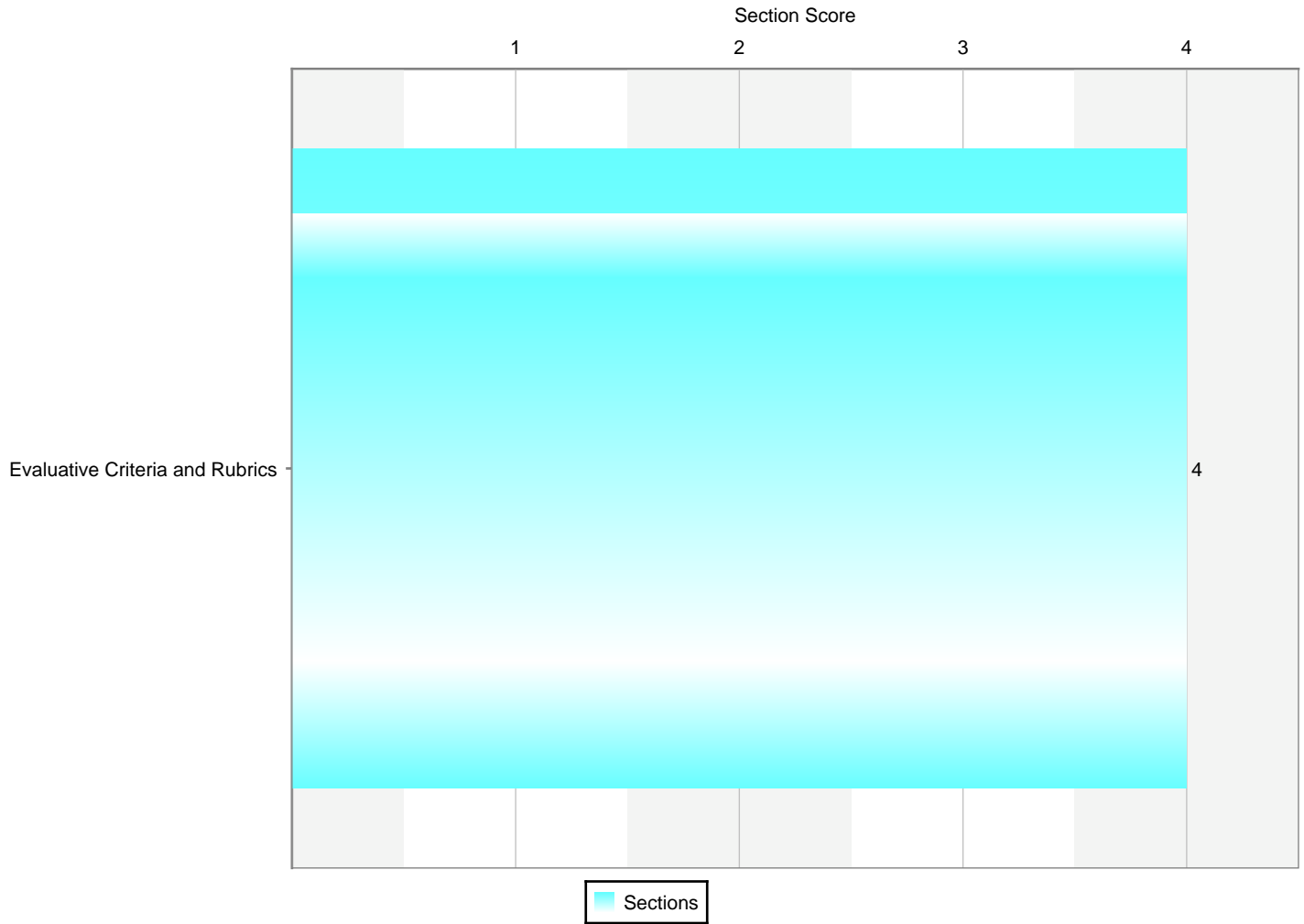
Evans Elementary should provide the parents and other stakeholders with information dealing with the ways that the students get their grades. The stakeholder perceptions that they are unsure of the grading procedures does not make the the community feel that they are partners in the education of the students.

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

The consistent findings with other reports are found in the school being a safe place for students. The scores are also consistent for the school having high expectations for all of the students.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The leadership team met to review the Continuous Improvement Plan to assess the degree to which the implemented strategies had been met. The team determined areas of successful improvement, based on the data on hand during this time period, in the areas in which improvement was still needed. Disaggregated data was examined for strengths and weaknesses in order to establish goals and recommendations for Evans Elementary School. Our goals were reviewed to ascertain if our strategies have been met. Input was received from parents and district level administrators. The goals and recommendations were presented to the faculty for input and approval.

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

The results were used to determine the academic goals for the 2016-2017 school year. The Leadership Team aligned our 2016-2017 CIP goals, strategies, and action steps with the vision of Albertville City Schools, The Albertville Advantage: A Superior Education - Today, Tomorrow, Together.

Our students scored in the Close and Ready categories in all subjects on ACT Aspire.

Overall 5th grade English - 59% National Ready; 420 with 423 being the National Average

Overall 5th grade Mathematics - 35% National Ready; 416 with 418 being the National Average

Overall 5th grade Reading - 20% National Ready; 415 with 418 being the National Average

Overall 5th grade Writing - 19% National Ready; 423 with 424 being the National Average

Overall 5th grade Science - 25% National Ready; 417 with 420 being the National Average

Overall 6th grade English - 70% National Ready; 423 with 425 being the National Average

Overall 6th grade Mathematics - 51% National Ready; 420 with 421 being the National Average

Overall 6th grade Reading - 40% National Ready; 418 with 420 being the National Average

Overall 6th grade Writing - 47% National Ready; 428 with 426 being the National Average

Overall 6th grade Science - 40% National Ready; 420 with 422 being the National Average

3. What conclusions were drawn from the results?

Strengths: 6th grade English and Math

5th grade English

Weaknesses: 6th grade Reading and Science

5th grade Reading and Science

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

Evans Elementary evidenced a decline in reading and science in 5th grade. We show an increase in English and writing in 6th grade. We have a school wide emphasis on writing and an emphasis on reading through professional development.

Due to an increase in homeless students, specifically those who are non-English speakers, it has become necessary to add personnel and instructional resources in order to schedule these students into courses that will help them to successfully become college and career ready. Finally, since all teachers implement differentiated strategies and instructions, as well as Tier I and Tier II instructions to whole cases as well as individual students, the challenges of these students are met through proper planning, formative assessment, summative assessments, and anecdotal notes.

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

The school goals are connected to priority needs and needs assessment through our examining of parent and faculty surveys and testing data such as ACT Aspire, Aspire Classroom, USA Test Prep, unit assessments, ACCESS, and Renaissance Learning. Our leadership and faculty meet and determine our needs together for staff and students.

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

We determine our Title I needs through data, student placement and intervention, and budgeting needs (for example technology). Aspire Interim is used to determine math and reading strengths and weaknesses in specific domains for Tier 2 and Tier 3 students. Parent and teacher surveys highlight needs for professional development. ACCESS determines the scaffolding needs of English Language Learners. ASPIRE scores are reviewed by the teacher and the administration to see areas for improvement and areas of strength. Subject/Department area meetings are held to examine student progress and future steps to increase success.

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

The goals address the needs of whole school population by determining curricular needs and extracurricular activities. Tiered instruction addresses the whole population and our disadvantaged students. After school migrant program provides tutoring for our EL population. Through community and parent involvement we participate in a food drive, coats, and back to school supplies for the needy. Special education teachers work closely with the general education teacher to ensure that IEP students are receiving strategies and instruction that addresses their needs. The school also is fortunate enough to provide breakfast and lunch at no charge to help the disadvantaged children with nutritional assistance.

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:

Reading Goal

Measurable Objective 1:

50% of 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 on the mandatory state testing in Reading by 05/25/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Reading Success - Whole and small group instruction delivered daily to ensure standard based Tier I instruction using textbook; phonic decoding, vocabulary word study, differentiated instruction to struggling students to provide Tier II instruction/informal/formal assessment progress monitoring using weekly and unit assessments provided by the reading series, provide practice with the provided examples with the ASPIRE ASSESSMENT, implement SpringBoard (pre ACT program) in 6th grade, Scott Foresman Literacy and Intervention Program in 5th grade (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. ASPIRE Periodic assessment will be used to spiral learning and is used as an indicator of students with special needs. USA Test Prep will be utilized to guide instruction. Content literacy strategies are implemented and applied as part of daily instructional practices.

Category:

Research Cited:

Activity - Pacing Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers adjusted the pacing guide.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training through Alabama Reading Initiative. Skills are provided that will enhance the learning experience of all children such as engaging activities, which include peer interaction and hands on experiences. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	All Staff and Administration

Activity - SpringBoard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade Language Arts teachers were trained in reading strategies encompassed by the SpringBoard and Laying the Foundation curriculums. 6th grade reading teachers attend vertical alignment sessions with the 7-12th grade teachers on 4 sessions throughout the year.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	6th grade language arts staff and administration.

Activity - Scott Foresman	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade language arts teachers have been trained in the effective use of the Scott Foresman Reading Series and Intervention tools.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	5th grade language arts teachers and administration

Activity - Read to Succeed Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program to increase reading fluency and level	Academic Support Program	01/01/2017	05/31/2017	\$0 - No Funding Required	Reading teachers, homeroom teachers, and librarian

Activity - ASPIRE Periodic Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom will be used to determine specific academic needs of tier 2 and tier 3 students 5th and 6th grade students. This assessment will be administered yearly to establish a baseline and then administered throughout the year to determine progress of PST students. This assessment is used as our progress monitoring tool for the problem solving team. The Aspire Periodic Classroom will be the benchmark for all kids to show growth throughout the year.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Language Arts teachers, Counselor, and Administration

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a web Wednesday training on Google Classroom. In reading class student are using Google classroom for applying technology to comprehension passages, uses graphics for students to read.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Goal 2:

Math Goal

Measurable Objective 1:

60% of 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 on the mandatory state testing in Mathematics by 05/31/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Math Success - AMSTI approaches and Go Math curriculum are used to guide instruction through math centers, daily lessons, and weekly review tests (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom through small group interventions. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. Aspire Periodic Assessment is used to determine individual needs of Tier 2 and Tier 3 students and is our benchmark assessment for problem solving team. It is also an indication of performance on end of year state assessment (ASPIRE). Professional development on guided instruction will be used for all new math teachers. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.

Category:

Research Cited:

Activity - Go Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers receive training on the effective use of the Go Math curriculum.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Staff and Administration

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Evans math faculty will be mentored and taught by our system math coach in order to ensure the success of our students.	Professional Learning	08/10/2016	05/31/2017	\$0 - Other	Math teachers, Math Coach, and Administration

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All current teachers will have access to Laura Clemons or Linda Bridges (AMSTI Regional Director) to implement teaching strategies and the new Common Core Objectives. 5th grade will meet with Laura Clemons to discuss standards and Depths of Knowledge. 6th grade will meet with Linda Bridges.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Teachers and Administration

Activity - Aspire Periodic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom is used to determine specific academic needs of tier 2 and tier 3 fifth and sixth grade students. This assessment will be administered at the beginning of the school year to all students, and will be used throughout the school year to measure the progress of students who have been identified as Tier 3. The assessment is used as our progress monitoring tool for the problem solving team.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers, Counselor, and Administration

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Evans Elementary School

Activity - Educational Technology Aides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kahn Academy is used for year 1 EL students to work on basic math skills. Google Classroom is used for students to play educational games and to listen to recorded instruction.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Reading, and Science 6th grade teachers meet with Kristi Pair and discuss core curriculum with 7-12th grade teachers.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	6th-12th grade teachers, administrators, and Kristi Pair

Goal 3:

School Safety

Measurable Objective 1:

demonstrate a behavior to improve classroom management/discipline and build supportive learning environments by 05/31/2017 as measured by a reduction in office referrals and improved student achievement.

Strategy1:

Discipline Plan - A consistent plan of discipline will be used school wide.

Category: Other - Behavior

Research Cited:

Activity - Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive student behavior will be modeled and encouraged. Each team will create an incentive plan for positive behavior. Student behavior will be tracked within each teacher's classroom. Parents will be contacted often regarding inappropriate student behavior. Unacceptable behavior will compound to an eventual referral to the office. Each teacher will follow the same plan to ensure equality throughout the school.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	All teachers and Administration

Activity - ABE Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific behavior problems will be addressed by using the research based program, ABE. This is a computer program that students will complete to address the discipline problem that the student exhibits. Administration will monitor completion of the ABE assignment, the success of assignment, and how it impacts the future of the student.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

Measurable Objective 2:

demonstrate a behavior that shows evidence of an understanding of bullying/harassment by 05/31/2017 as measured by identifying situations that are harmful to self and others and steps taken for prevention and/or intervention for those situations.

Strategy1:

Increase Awareness of Bullying/Harassment Incidents - Weekly group counseling to educate students as to what bullying and harassment is and what it is not.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Teacher Bullying Awareness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rhonda Springfield will provide the staff with Bullying Awareness Training.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Rhonda Springfield

Activity - School Resource Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full time on site school resource officer monitors school activity and positively interacts with students.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Administration and Resource Officer

Activity - Counseling Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly group counseling classes will educate students about what is and what is not bullying/harassment.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Counselors and Administration

Activity - Lock Down Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and faculty participate in lock down drills to be familiar with what to do during an actual emergency	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	All staff

Activity - Active Shooter Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in an active shooter drill by Albertville Police Department	Professional Learning	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and staff

Goal 4:

Wellness

Measurable Objective 1:

collaborate to improve the health and wellness of students while promoting nutritional education and physical activity to improve students'

health in reducing childhood obesity by 05/31/2017 as measured by 90% participation in Kid Check which checks BMI, vision, and dental health.

Strategy1:

Wellness Awareness - The system nurse will provide opportunities and information for faculty, staff, and students to receive benefits from wellness activities.

Category:

Research Cited:

Activity - Flu Vaccination	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flu vaccinations will be offered to reduce the number of cases of flu.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Free Lunch and Breakfast or 2nd Chance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free breakfast or 2nd chance snack and free lunch is offered to all students.	Other	08/10/2016	05/31/2017	\$0 - District Funding	CNP Staff and Administration

Activity - Puberty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support from staff in regards to changes that the body goes through during puberty. The school nurse will teach students how to handle what is taking place to their bodies due to hormonal changes. The school nurse will continue to support student when these changes become a challenge in the student's daily lives.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Staff Wellness Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness check for staff	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and school nurse

Activity - Health	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Physical education teachers will provide students with physical activities that can be easily practiced at home and discuss health/nutrition with students. Dietary posters will be displayed in the lunchroom.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Physical education teacher, CNP manager, and Administration

Activity - Kid Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Kid Check program which checks BMI, vision, and dental.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Goal 5:

Parent Involvement Goal

Measurable Objective 1:

collaborate to promote active parent involvement through the school year with a variety of programs and meetings that are meaningful to all parents by 05/31/2017 as measured by an evaluation by the Stakeholder Action Team.

Strategy1:

Parental Involvement Plan - Evans Elementary promotes active parent involvement throughout the school year with a variety of programs and meetings.

Category:

Research Cited: Stakeholder surveys

Activity - Annual Title I Parent Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the Annual Title I Parent Meeting, information is given about what it means to be a Title I school, Title I program offerings, and how Title I funds are allocated. This meeting is held in September. All meetings are scheduled at various times during the day and evenings to accommodate all of our working parents.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

Activity - Family Fun Night for Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students along with their parents participate in Common Core and AMSTI Science activities and experiments.	Parent Involvement	10/01/2016	10/31/2017	\$200 - General Fund	Administration, Science teachers, and other staff

Activity - School-Parent Compact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholder Action Team consisting of parents, teachers, students, and community leaders participate and agree to follow the guidelines set forth by the school. Our goal is 100% participation of all parties signing the contract.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Leadership team, Stakeholder Action Team, parent, and students

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Meet and Greet, Orientation, Open House, EL Parent Meeting, Parent-Teacher Conferences are held throughout the year.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Counselor, Special Education Teachers, General Ed. Teachers

Goal 6:

Professional Development

Measurable Objective 1:

collaborate to offer meaningful professional development opportunities to school staff in order to increase student achievement by 05/31/2017 as measured by school developed professional development needs assessment.

Strategy1:

Embedded professional development to increase student achievement - Staff will collaborate to determine professional development opportunities for school staff.

Category:

Research Cited: Staff survey

Activity - Faculty/Staff Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information throughout the year will be provided by Administration and various school action teams.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Action Teams, Leadership Team, and other system staff

Activity - EL Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team members attend training sessions on EL strategies.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	EL Team members and administration

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluation of academic trends to set yearly student achievement goals	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and all instructional staff

Activity - Book Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Book studies are offered throughout the year based on topics of interest expressed through professional development surveys.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Professional Development Action Team, and teachers

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor, Administration, and teachers attend PST meetings to discuss supports for at-risk students.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, counselor, and general ed. teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops on available technology are offered on-site throughout the year.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Technology Action Team, Administration, Teachers

Strategy2:

Off Site Professional Development - Administration and teachers will attend off site professional development, including workshops and conferences, that will directly impact student achievement.

Science teachers participated in training for CCRS throughout the 2015-2016 school year.

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

Research Cited:

Activity - Workshops and Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will attend workshops and conferences that directly impact student achievement.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and teachers

Goal 7:

Writing Goal

Measurable Objective 1:

50% of Fifth and Sixth grade students will demonstrate a proficiency on mandatory state testing in Writing by 05/31/2017 as measured by ACT Aspire.

Strategy1:

Content Area Writing - All teachers will implement writing assignments in their content areas.

Category:

Research Cited: ARI

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will apply the writing process to answer and discuss subject matter. Literacy strategies and content writing will be incorporated into all subjects. Special education teachers and general education teachers will attend co-teacher/ARI training to help special education acquire literacy skills. Teachers will use ACCESS/WIDA information to assist EL students in acquiring literacy skills.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers, special education staff, and EL staff

Strategy2:

Reading Writing Assignment - Students will be provided with a "Weekly Reading and Comprehension" form. Students will use this form respond to the literature they are reading during reading through answering various writing prompts.

Category:

Research Cited: ACT Aspire writing scores

Activity - Team Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended a team meeting to discuss the implementation of daily writing assignment.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers and administration

Goal 8:

All students will become College and Career Ready by participating in a learning environment that promotes digital literacy, as indicated by a 2% increase in Reading ASPIRE results from a Spring 2015 baseline of 33% proficient.

Measurable Objective 1:

demonstrate a proficiency by providing a quality learning environment that provides tools for students to be College and Career Ready by 05/31/2017 as measured by increasing the number of certified staff members who are Google Certified .

Strategy1:

Implement College and Career Ready Standards - Students will participate in a digital-rich learning environment that promotes College and Career Readiness.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Increase hardware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and deploy chrome devices in all ELA classroom in grades 3-12	Technology	08/10/2016	05/31/2017	\$90000 - Title I Schoolwide	Federal Programs Director , Curriculum and Teaching Director and Technology staff.

Activity - Identify at-risk students and schedule targeted intervention time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III intervention teachers will work with individual students on specific skill deficits.	Academic Support Program Technology	08/10/2016	05/31/2017	\$0 - Title I Schoolwide	Director of Federal Programs and Director of Teaching and Learning.

Strategy2:

Certified Staff-Google Certification - Certified staff will be encouraged to enroll in and complete all activities outlined in the Google Certification Program. The target is an increase of 6-8 certified staff members becoming Google Certified.

Category:

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Google Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Albertville City Schools will reimburse teachers for their Google Certification fee upon successfully completing all requirements that lead to Google Certification.	Professional Learning Technology	08/10/2016	05/31/2017	\$100 - District Funding	System level core administrative team and the IT Department

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

Goal 1:

Reading Goal

Measurable Objective 1:

50% of 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 on the mandatory state testing in Reading by 05/25/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Reading Success - Whole and small group instruction delivered daily to ensure standard based Tier I instruction using textbook; phonic decoding, vocabulary word study, differentiated instruction to struggling students to provide Tier II instruction/informal/formal assessment progress monitoring using weekly and unit assessments provided by the reading series, provide practice with the provided examples with the ASPIRE ASSESSMENT, implement SpringBoard (pre ACT program) in 6th grade, Scott Foresman Literacy and Intervention Program in 5th grade (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. ASPIRE Periodic assessment will be used to spiral learning and is used as an indicator of students with special needs. USA Test Prep will be utilized to guide instruction. Content literacy strategies are implemented and applied as part of daily instructional practices.

Category:

Research Cited:

Activity - Pacing Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers adjusted the pacing guide.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Activity - Read to Succeed Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program to increase reading fluency and level	Academic Support Program	01/01/2017	05/31/2017	\$0 - No Funding Required	Reading teachers, homeroom teachers, and librarian

ACIP

Evans Elementary School

Activity - SpringBoard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade Language Arts teachers were trained in reading strategies encompassed by the SpringBoard and Laying the Foundation curriculums. 6th grade reading teachers attend vertical alignment sessions with the 7-12th grade teachers on 4 sessions throughout the year.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	6th grade language arts staff and administration.

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tara Snider will be used as an instructional partner for all of the teachers at Evans.	Academic Support Program Professional Learning	08/10/2016	05/31/2017	\$0 - State Funds	Tara Snider

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a web Wednesday training on Google Classroom. In reading class student are using Google classroom for applying technology to comprehension passages, uses graphics for students to read.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Activity - ASPIRE Periodic Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom will be used to determine specific academic needs of tier 2 and tier 3 students 5th and 6th grade students. This assessment will be administered yearly to establish a baseline and then administered throughout the year to determine progress of PST students. This assessment is used as our progress monitoring tool for the problem solving team. The Aspire Periodic Classroom will be the benchmark for all kids to show growth throughout the year.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Language Arts teachers, Counselor, and Administration

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training through Alabama Reading Initiative. Skills are provided that will enhance the learning experience of all children such as engaging activities, which include peer interaction and hands on experiences. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	All Staff and Administration

ACIP

Evans Elementary School

Activity - Scott Foresman	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade language arts teachers have been trained in the effective use of the Scott Foresman Reading Series and Intervention tools.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	5th grade language arts teachers and administration

Goal 2:

Math Goal

Measurable Objective 1:

60% of 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 on the mandatory state testing in Mathematics by 05/31/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Math Success - AMSTI approaches and Go Math curriculum are used to guide instruction through math centers, daily lessons, and weekly review tests (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom through small group interventions. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. Aspire Periodic Assessment is used to determine individual needs of Tier 2 and Tier 3 students and is our benchmark assessment for problem solving team. It is also an indication of performance on end of year state assessment (ASPIRE). Professional development on guided instruction will be used for all new math teachers. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.

Category:

Research Cited:

Activity - Educational Technology Aides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kahn Academy is used for year 1 EL students to work on basic math skills. Google Classroom is used for students to play educational games and to listen to recorded instruction.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Evans math faculty will be mentored and taught by our system math coach in order to ensure the success of our students.	Professional Learning	08/10/2016	05/31/2017	\$0 - Other	Math teachers, Math Coach, and Administration

Activity - Go Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers receive training on the effective use of the Go Math curriculum.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Staff and Administration

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Reading, and Science 6th grade teachers meet with Kristi Pair and discuss core curriculum with 7-12th grade teachers.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	6th-12th grade teachers, administrators, and Kristi Pair

Activity - Aspire Periodic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom is used to determine specific academic needs of tier 2 and tier 3 fifth and sixth grade students. This assessment will be administered at the beginning of the school year to all students, and will be used throughout the school year to measure the progress of students who have been identified as Tier 3. The assessment is used as our progress monitoring tool for the problem solving team.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers, Counselor, and Administration

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All current teachers will have access to Laura Clemons or Linda Bridges (AMSTI Regional Director) to implement teaching strategies and the new Common Core Objectives. 5th grade will meet with Laura Clemons to discuss standards and Depths of Knowledge. 6th grade will meet with Linda Bridges.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Teachers and Administration

Goal 3:

School Safety

Measurable Objective 1:

demonstrate a behavior that shows evidence of an understanding of bullying/harassment by 05/31/2017 as measured by identifying situations that are harmful to self and others and steps taken for prevention and/or intervention for those situations.

Strategy1:

Increase Awareness of Bullying/Harassment Incidents - Weekly group counseling to educate students as to what bullying and harassment is and what it is not.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - School Resource Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full time on site school resource officer monitors school activity and positively interacts with students.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Administration and Resource Officer

Activity - Lock Down Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and faculty participate in lock down drills to be familiar with what to do during an actual emergency	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	All staff

Activity - Teacher Bullying Awareness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rhonda Springfield will provide the staff with Bullying Awareness Training.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Rhonda Springfield

Activity - Counseling Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly group counseling classes will educate students about what is and what is not bullying/harassment.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Counselors and Administration

Activity - Active Shooter Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in an active shooter drill by Albertville Police Department	Professional Learning	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and staff

Measurable Objective 2:

demonstrate a behavior to improve classroom management/discipline and build supportive learning environments by 05/31/2017 as measured by a reduction in office referrals and improved student achievement.

Strategy1:

Discipline Plan - A consistent plan of discipline will be used school wide.

Category: Other - Behavior

Research Cited:

Activity - ABE Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific behavior problems will be addressed by using the research based program, ABE. This is a computer program that students will complete to address the discipline problem that the student exhibits. Administration will monitor completion of the ABE assignment, the success of assignment, and how it impacts the future of the student.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

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Evans Elementary School

Activity - Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive student behavior will be modeled and encouraged. Each team will create an incentive plan for positive behavior. Student behavior will be tracked within each teacher's classroom. Parents will be contacted often regarding inappropriate student behavior. Unacceptable behavior will compound to an eventual referral to the office. Each teacher will follow the same plan to ensure equality throughout the school.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	All teachers and Administration

Goal 4:

Wellness

Measurable Objective 1:

collaborate to improve the health and wellness of students while promoting nutritional education and physical activity to improve students' health in reducing childhood obesity by 05/31/2017 as measured by 90% participation in Kid Check which checks BMI, vision, and dental health.

Strategy1:

Wellness Awareness - The system nurse will provide opportunities and information for faculty, staff, and students to receive benefits from wellness activities.

Category:

Research Cited:

Activity - Puberty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support from staff in regards to changes that the body goes through during puberty. The school nurse will teach students how to handle what is taking place to their bodies due to hormonal changes. The school nurse will continue to support student when these changes become a challenge in the student's daily lives.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Kid Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Kid Check program which checks BMI, vision, and dental.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Free Lunch and Breakfast or 2nd Chance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free breakfast or 2nd chance snack and free lunch is offered to all students.	Other	08/10/2016	05/31/2017	\$0 - District Funding	CNP Staff and Administration

ACIP

Evans Elementary School

Activity - Flu Vaccination	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flu vaccinations will be offered to reduce the number of cases of flu.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Health	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Physical education teachers will provide students with physical activities that can be easily practiced at home and discuss health/nutrition with students. Dietary posters will be displayed in the lunchroom.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Physical education teacher, CNP manager, and Administration

Activity - Staff Wellness Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness check for staff	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and school nurse

Goal 5:

Parent Involvement Goal

Measurable Objective 1:

collaborate to promote active parent involvement through the school year with a variety of programs and meetings that are meaningful to all parents by 05/31/2017 as measured by an evaluation by the Stakeholder Action Team.

Strategy1:

Parental Involvement Plan - Evans Elementary promotes active parent involvement throughout the school year with a variety of programs and meetings.

Category:

Research Cited: Stakeholder surveys

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Meet and Greet, Orientation, Open House, EL Parent Meeting, Parent-Teacher Conferences are held throughout the year.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Counselor, Special Education Teachers, General Ed. Teachers

Activity - Annual Title I Parent Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the Annual Title I Parent Meeting, information is given about what it means to be a Title I school, Title I program offerings, and how Title I funds are allocated. This meeting is held in September. All meetings are scheduled at various times during the day and evenings to accommodate all of our working parents.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

Activity - Family Fun Night for Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students along with their parents participate in Common Core and AMSTI Science activities and experiments.	Parent Involvement	10/01/2016	10/31/2017	\$200 - General Fund	Administration, Science teachers, and other staff

Activity - School-Parent Compact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholder Action Team consisting of parents, teachers, students, and community leaders participate and agree to follow the guidelines set forth by the school. Our goal is 100% participation of all parties signing the contract.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Leadership team, Stakeholder Action Team, parent, and students

Goal 6:

Professional Development

Measurable Objective 1:

collaborate to offer meaningful professional development opportunities to school staff in order to increase student achievement by 05/31/2017 as measured by school developed professional development needs assessment.

Strategy1:

Off Site Professional Development - Administration and teachers will attend off site professional development, including workshops and conferences, that will directly impact student achievement.

Science teachers participated in training for CCRS throughout the 2015-2016 school year.

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

Research Cited:

Activity - Workshops and Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will attend workshops and conferences that directly impact student achievement.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and teachers

Strategy2:

Embedded professional development to increase student achievement - Staff will collaborate to determine professional development opportunities for school staff.

Category:

Research Cited: Staff survey

ACIP

Evans Elementary School

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluation of academic trends to set yearly student achievement goals	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and all instructional staff

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops on available technology are offered on-site throughout the year.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Technology Action Team, Administration, Teachers

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor, Administration, and teachers attend PST meetings to discuss supports for at-risk students.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, counselor, and general ed. teachers

Activity - Faculty/Staff Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information throughout the year will be provided by Administration and various school action teams.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Action Teams, Leadership Team, and other system staff

Activity - Book Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Book studies are offered throughout the year based on topics of interest expressed through professional development surveys.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Professional Development Action Team, and teachers

Activity - EL Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team members attend training sessions on EL strategies.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	EL Team members and administration

Goal 7:

Writing Goal

Measurable Objective 1:

50% of Fifth and Sixth grade students will demonstrate a proficiency on mandatory state testing in Writing by 05/31/2017 as measured by ACT Aspire.

Strategy1:

Reading Writing Assignment - Students will be provided with a "Weekly Reading and Comprehension" form. Students will use this form respond to the literature they are reading during reading through answering various writing prompts.

Category:

Research Cited: ACT Aspire writing scores

Activity - Team Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended a team meeting to discuss the implementation of daily writing assignment.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers and administration

Strategy2:

Content Area Writing - All teachers will implement writing assignments in their content areas.

Category:

Research Cited: ARI

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will apply the writing process to answer and discuss subject matter. Literacy strategies and content writing will be incorporated into all subjects. Special education teachers and general education teachers will attend co-teacher/ARI training to help special education acquire literacy skills. Teachers will use ACCESS/WIDA information to assist EL students in acquiring literacy skills.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers, special education staff, and EL staff

Goal 8:

All students will become College and Career Ready by participating in a learning environment that promotes digital literacy, as indicated by a 2% increase in Reading ASPIRE results from a Spring 2015 baseline of 33% proficient.

Measurable Objective 1:

demonstrate a proficiency by providing a quality learning environment that provides tools for students to be College and Career Ready by 05/31/2017 as measured by increasing the number of certified staff members who are Google Certified .

Strategy1:

Certified Staff-Google Certification - Certified staff will be encouraged to enroll in and complete all activities outlined in the Google Certification Program. The target is an increase of 6-8 certified staff members becoming Google Certified.

Category:

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Google Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Albertville City Schools will reimburse teachers for their Google Certification fee upon successfully completing all requirements that lead to Google Certification.	Professional Learning Technology	08/10/2016	05/31/2017	\$100 - District Funding	System level core administrative team and the IT Department

Strategy2:

Implement College and Career Ready Standards - Students will participate in a digital-rich learning environment that promotes College and Career Readiness.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Increase hardware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and deploy chrome devices in all ELA classroom in grades 3-12	Technology	08/10/2016	05/31/2017	\$90000 - Title I Schoolwide	Federal Programs Director , Curriculum and Teaching Director and Technology staff.

Activity - Identify at-risk students and schedule targeted intervention time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III intervention teachers will work with individual students on specific skill deficits.	Technology Academic Support Program	08/10/2016	05/31/2017	\$0 - Title I Schoolwide	Director of Federal Programs and Director of Teaching and Learning.

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

Goal 1:

Reading Goal

Measurable Objective 1:

50% of 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 on the mandatory state testing in Reading by 05/25/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Reading Success - Whole and small group instruction delivered daily to ensure standard based Tier I instruction using textbook; phonic decoding, vocabulary word study, differentiated instruction to struggling students to provide Tier II instruction/informal/formal assessment progress monitoring using weekly and unit assessments provided by the reading series, provide practice with the provided examples with the ASPIRE ASSESSMENT, implement SpringBoard (pre ACT program) in 6th grade, Scott Foresman Literacy and Intervention Program in 5th grade (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. ASPIRE Periodic assessment will be used to spiral learning and is used as an indicator of students with special needs. USA Test Prep will be utilized to guide instruction. Content literacy strategies are implemented and applied as part of daily instructional practices.

ACIP

Evans Elementary School

Category:

Research Cited:

Activity - SpringBoard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade Language Arts teachers were trained in reading strategies encompassed by the SpringBoard and Laying the Foundation curriculums. 6th grade reading teachers attend vertical alignment sessions with the 7-12th grade teachers on 4 sessions throughout the year.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	6th grade language arts staff and administration.

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a web Wednesday training on Google Classroom. In reading class student are using Google classroom for applying technology to comprehension passages, uses graphics for students to read.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Activity - Read to Succeed Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program to increase reading fluency and level	Academic Support Program	01/01/2017	05/31/2017	\$0 - No Funding Required	Reading teachers, homeroom teachers, and librarian

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tara Snider will be used as an instructional partner for all of the teachers at Evans.	Professional Learning Academic Support Program	08/10/2016	05/31/2017	\$0 - State Funds	Tara Snider

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training through Alabama Reading Initiative. Skills are provided that will enhance the learning experience of all children such as engaging activities, which include peer interaction and hands on experiences. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	All Staff and Administration

ACIP

Evans Elementary School

Activity - ASPIRE Periodic Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom will be used to determine specific academic needs of tier 2 and tier 3 students 5th and 6th grade students. This assessment will be administered yearly to establish a baseline and then administered throughout the year to determine progress of PST students. This assessment is used as our progress monitoring tool for the problem solving team. The Aspire Periodic Classroom will be the benchmark for all kids to show growth throughout the year.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Language Arts teachers, Counselor, and Administration

Activity - Scott Foresman	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade language arts teachers have been trained in the effective use of the Scott Foresman Reading Series and Intervention tools.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	5th grade language arts teachers and administration

Activity - Pacing Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers adjusted the pacing guide.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Goal 2:

Math Goal

Measurable Objective 1:

60% of 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 on the mandatory state testing in Mathematics by 05/31/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Math Success - AMSTI approaches and Go Math curriculum are used to guide instruction through math centers, daily lessons, and weekly review tests (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom through small group interventions. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. Aspire Periodic Assessment is used to determine individual needs of Tier 2 and Tier 3 students and is our benchmark assessment for problem solving team. It is also an indication of performance on end of year state assessment (ASPIRE). Professional development on guided instruction will be used for all new math teachers. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.

Category:

Research Cited:

ACIP

Evans Elementary School

Activity - Educational Technology Aides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kahn Academy is used for year 1 EL students to work on basic math skills. Google Classroom is used for students to play educational games and to listen to recorded instruction.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Reading, and Science 6th grade teachers meet with Kristi Pair and discuss core curriculum with 7-12th grade teachers.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	6th-12th grade teachers, administrators, and Kristi Pair

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All current teachers will have access to Laura Clemons or Linda Bridges (AMSTI Regional Director) to implement teaching strategies and the new Common Core Objectives. 5th grade will meet with Laura Clemons to discuss standards and Depths of Knowledge. 6th grade will meet with Linda Bridges.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Teachers and Administration

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Evans math faculty will be mentored and taught by our system math coach in order to ensure the success of our students.	Professional Learning	08/10/2016	05/31/2017	\$0 - Other	Math teachers, Math Coach, and Administration

Activity - Aspire Periodic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom is used to determine specific academic needs of tier 2 and tier 3 fifth and sixth grade students. This assessment will be administered at the beginning of the school year to all students, and will be used throughout the school year to measure the progress of students who have been identified as Tier 3. The assessment is used as our progress monitoring tool for the problem solving team.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers, Counselor, and Administration

Activity - Go Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers receive training on the effective use of the Go Math curriculum.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Staff and Administration

Goal 3:

School Safety

Measurable Objective 1:

demonstrate a behavior that shows evidence of an understanding of bullying/harassment by 05/31/2017 as measured by identifying situations that are harmful to self and others and steps taken for prevention and/or intervention for those situations.

Strategy1:

Increase Awareness of Bullying/Harassment Incidents - Weekly group counseling to educate students as to what bullying and harassment is and what it is not.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Active Shooter Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in an active shooter drill by Albertville Police Department	Professional Learning	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and staff

Activity - School Resource Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full time on site school resource officer monitors school activity and positively interacts with students.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Administration and Resource Officer

Activity - Lock Down Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and faculty participate in lock down drills to be familiar with what to do during an actual emergency	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	All staff

Activity - Teacher Bullying Awareness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rhonda Springfield will provide the staff with Bullying Awareness Training.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Rhonda Springfield

Activity - Counseling Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly group counseling classes will educate students about what is and what is not bullying/harassment.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Counselors and Administration

Measurable Objective 2:

demonstrate a behavior to improve classroom management/discipline and build supportive learning environments by 05/31/2017 as measured by a reduction in office referrals and improved student achievement.

Strategy1:

ACIP

Evans Elementary School

Discipline Plan - A consistent plan of discipline will be used school wide.

Category: Other - Behavior

Research Cited:

Activity - Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive student behavior will be modeled and encouraged. Each team will create an incentive plan for positive behavior. Student behavior will be tracked within each teacher's classroom. Parents will be contacted often regarding inappropriate student behavior. Unacceptable behavior will compound to an eventual referral to the office. Each teacher will follow the same plan to ensure equality throughout the school.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	All teachers and Administration

Activity - ABE Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific behavior problems will be addressed by using the research based program, ABE. This is a computer program that students will complete to address the discipline problem that the student exhibits. Administration will monitor completion of the ABE assignment, the success of assignment, and how it impacts the future of the student.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

Goal 4:

Wellness

Measurable Objective 1:

collaborate to improve the health and wellness of students while promoting nutritional education and physical activity to improve students' health in reducing childhood obesity by 05/31/2017 as measured by 90% participation in Kid Check which checks BMI, vision, and dental health.

Strategy1:

Wellness Awareness - The system nurse will provide opportunities and information for faculty, staff, and students to receive benefits from wellness activities.

Category:

Research Cited:

Activity - Health	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Physical education teachers will provide students with physical activities that can be easily practiced at home and discuss health/nutrition with students. Dietary posters will be displayed in the lunchroom.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Physical education teacher, CNP manager, and Administration

Activity - Free Lunch and Breakfast or 2nd Chance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free breakfast or 2nd chance snack and free lunch is offered to all students.	Other	08/10/2016	05/31/2017	\$0 - District Funding	CNP Staff and Administration

Activity - Kid Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Kid Check program which checks BMI, vision, and dental.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Staff Wellness Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness check for staff	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and school nurse

Activity - Flu Vaccination	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flu vaccinations will be offered to reduce the number of cases of flu.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Puberty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support from staff in regards to changes that the body goes through during puberty. The school nurse will teach students how to handle what is taking place to their bodies due to hormonal changes. The school nurse will continue to support student when these changes become a challenge in the student's daily lives.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Goal 5:

Parent Involvement Goal

Measurable Objective 1:

collaborate to promote active parent involvement through the school year with a variety of programs and meetings that are meaningful to all parents by 05/31/2017 as measured by an evaluation by the Stakeholder Action Team.

Strategy1:

Parental Involvement Plan - Evans Elementary promotes active parent involvement throughout the school year with a variety of programs and meetings.

Category:

Research Cited: Stakeholder surveys

ACIP

Evans Elementary School

Activity - School-Parent Compact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholder Action Team consisting of parents, teachers, students, and community leaders participate and agree to follow the guidelines set forth by the school. Our goal is 100% participation of all parties signing the contract.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Leadership team, Stakeholder Action Team, parent, and students

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Meet and Greet, Orientation, Open House, EL Parent Meeting, Parent-Teacher Conferences are held throughout the year.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Counselor, Special Education Teachers, General Ed. Teachers

Activity - Annual Title I Parent Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the Annual Title I Parent Meeting, information is given about what it means to be a Title I school, Title I program offerings, and how Title I funds are allocated. This meeting is held in September. All meetings are scheduled at various times during the day and evenings to accommodate all of our working parents.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

Activity - Family Fun Night for Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students along with their parents participate in Common Core and AMSTI Science activities and experiments.	Parent Involvement	10/01/2016	10/31/2017	\$200 - General Fund	Administration, Science teachers, and other staff

Goal 6:

Professional Development

Measurable Objective 1:

collaborate to offer meaningful professional development opportunities to school staff in order to increase student achievement by 05/31/2017 as measured by school developed professional development needs assessment.

Strategy1:

Embedded professional development to increase student achievement - Staff will collaborate to determine professional development opportunities for school staff.

Category:

Research Cited: Staff survey

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops on available technology are offered on-site throughout the year.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Technology Action Team, Administration, Teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluation of academic trends to set yearly student achievement goals	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and all instructional staff

Activity - Book Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Book studies are offered throughout the year based on topics of interest expressed through professional development surveys.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Professional Development Action Team, and teachers

Activity - Faculty/Staff Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information throughout the year will be provided by Administration and various school action teams.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Action Teams, Leadership Team, and other system staff

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor, Administration, and teachers attend PST meetings to discuss supports for at-risk students.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, counselor, and general ed. teachers

Activity - EL Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team members attend training sessions on EL strategies.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	EL Team members and administration

Strategy2:

Off Site Professional Development - Administration and teachers will attend off site professional development, including workshops and conferences, that will directly impact student achievement.

Science teachers participated in training for CCRS throughout the 2015-2016 school year.

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

Research Cited:

Activity - Workshops and Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will attend workshops and conferences that directly impact student achievement.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and teachers

Goal 7:

Writing Goal

Measurable Objective 1:

50% of Fifth and Sixth grade students will demonstrate a proficiency on mandatory state testing in Writing by 05/31/2017 as measured by ACT Aspire.

Strategy1:

Content Area Writing - All teachers will implement writing assignments in their content areas.

Category:

Research Cited: ARI

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will apply the writing process to answer and discuss subject matter. Literacy strategies and content writing will be incorporated into all subjects. Special education teachers and general education teachers will attend co-teacher/ARI training to help special education acquire literacy skills. Teachers will use ACCESS/WIDA information to assist EL students in acquiring literacy skills.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers, special education staff, and EL staff

Strategy2:

Reading Writing Assignment - Students will be provided with a "Weekly Reading and Comprehension" form. Students will use this form respond to the literature they are reading during reading through answering various writing prompts.

Category:

Research Cited: ACT Aspire writing scores

Activity - Team Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended a team meeting to discuss the implementation of daily writing assignment.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers and administration

Goal 8:

All students will become College and Career Ready by participating in a learning environment that promotes digital literacy, as indicated by a 2% increase in Reading ASPIRE results from a Spring 2015 baseline of 33% proficient.

Measurable Objective 1:

demonstrate a proficiency by providing a quality learning environment that provides tools for students to be College and Career Ready by 05/31/2017 as measured by increasing the number of certified staff members who are Google Certified .

Strategy1:

Implement College and Career Ready Standards - Students will participate in a digital-rich learning environment that promotes College and

Career Readiness.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Increase hardware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and deploy chrome devices in all ELA classroom in grades 3-12	Technology	08/10/2016	05/31/2017	\$90000 - Title I Schoolwide	Federal Programs Director , Curriculum and Teaching Director and Technology staff.

Activity - Identify at-risk students and schedule targeted intervention time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III intervention teachers will work with individual students on specific skill deficits.	Technology Academic Support Program	08/10/2016	05/31/2017	\$0 - Title I Schoolwide	Director of Federal Programs and Director of Teaching and Learning.

Strategy2:

Certified Staff-Google Certification - Certified staff will be encouraged to enroll in and complete all activities outlined in the Google Certification Program. The target is an increase of 6-8 certified staff members becoming Google Certified.

Category:

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Google Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Alberville City Schools will reimburse teachers for their Google Certification fee upon successfully completing all requirements that lead to Google Certification.	Professional Learning Technology	08/10/2016	05/31/2017	\$100 - District Funding	System level core administrative team and the IT Department

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

Goal 1:

Reading Goal

Measurable Objective 1:

50% of 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 on the mandatory state testing in Reading by 05/25/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Reading Success - Whole and small group instruction delivered daily to ensure standard based Tier I instruction using textbook; phonic decoding, vocabulary word study, differentiated instruction to struggling students to provide Tier II instruction/informal/formal assessment progress monitoring using weekly and unit assessments provided by the reading series, provide practice with the provided examples with the ASPIRE ASSESSMENT, implement SpringBoard (pre ACT program) in 6th grade, Scott Foresman Literacy and Intervention Program in 5th grade (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. ASPIRE Periodic assessment will be used to spiral learning and is used as an indicator of students with special needs. USA Test Prep will be utilized to guide instruction. Content literacy strategies are implemented and applied as part of daily instructional practices.

Category:

Research Cited:

Activity - SpringBoard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade Language Arts teachers were trained in reading strategies encompassed by the SpringBoard and Laying the Foundation curriculums. 6th grade reading teachers attend vertical alignment sessions with the 7-12th grade teachers on 4 sessions throughout the year.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	6th grade language arts staff and administration.

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tara Snider will be used as an instructional partner for all of the teachers at Evans.	Academic Support Program Professional Learning	08/10/2016	05/31/2017	\$0 - State Funds	Tara Snider

Activity - Pacing Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers adjusted the pacing guide.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training through Alabama Reading Initiative. Skills are provided that will enhance the learning experience of all children such as engaging activities, which include peer interaction and hands on experiences. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	All Staff and Administration

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Evans Elementary School

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a web Wednesday training on Google Classroom. In reading class student are using Google classroom for applying technology to comprehension passages, uses graphics for students to read.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Activity - Scott Foresman	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade language arts teachers have been trained in the effective use of the Scott Foresman Reading Series and Intervention tools.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	5th grade language arts teachers and administration

Activity - ASPIRE Periodic Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom will be used to determine specific academic needs of tier 2 and tier 3 students 5th and 6th grade students. This assessment will be administered yearly to establish a baseline and then administered throughout the year to determine progress of PST students. This assessment is used as our progress monitoring tool for the problem solving team. The Aspire Periodic Classroom will be the benchmark for all kids to show growth throughout the year.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Language Arts teachers, Counselor, and Administration

Activity - Read to Succeed Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program to increase reading fluency and level	Academic Support Program	01/01/2017	05/31/2017	\$0 - No Funding Required	Reading teachers, homeroom teachers, and librarian

Goal 2:

Math Goal

Measurable Objective 1:

60% of 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 on the mandatory state testing in Mathematics by 05/31/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Math Success - AMSTI approaches and Go Math curriculum are used to guide instruction through math centers, daily lessons, and weekly review tests (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom through small group interventions. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. Aspire Periodic Assessment is used to determine individual needs of Tier 2 and Tier 3 students and is our benchmark assessment for problem solving team. It is also an indication of performance on end of year state assessment (ASPIRE). Professional SY 2016-2017

development on guided instruction will be used for all new math teachers. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.

Category:

Research Cited:

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Reading, and Science 6th grade teachers meet with Kristi Pair and discuss core curriculum with 7-12th grade teachers.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	6th-12th grade teachers, administrators, and Kristi Pair

Activity - Go Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers receive training on the effective use of the Go Math curriculum.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Staff and Administration

Activity - Educational Technology Aides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kahn Academy is used for year 1 EL students to work on basic math skills. Google Classroom is used for students to play educational games and to listen to recorded instruction.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All current teachers will have access to Laura Clemons or Linda Bridges (AMSTI Regional Director) to implement teaching strategies and the new Common Core Objectives. 5th grade will meet with Laura Clemons to discuss standards and Depths of Knowledge. 6th grade will meet with Linda Bridges.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Teachers and Administration

Activity - Aspire Periodic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom is used to determine specific academic needs of tier 2 and tier 3 fifth and sixth grade students. This assessment will be administered at the beginning of the school year to all students, and will be used throughout the school year to measure the progress of students who have been identified as Tier 3. The assessment is used as our progress monitoring tool for the problem solving team.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers, Counselor, and Administration

ACIP

Evans Elementary School

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Evans math faculty will be mentored and taught by our system math coach in order to ensure the success of our students.	Professional Learning	08/10/2016	05/31/2017	\$0 - Other	Math teachers, Math Coach, and Administration

Goal 3:

School Safety

Measurable Objective 1:

demonstrate a behavior to improve classroom management/discipline and build supportive learning environments by 05/31/2017 as measured by a reduction in office referrals and improved student achievement.

Strategy1:

Discipline Plan - A consistent plan of discipline will be used school wide.

Category: Other - Behavior

Research Cited:

Activity - ABE Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific behavior problems will be addressed by using the research based program, ABE. This is a computer program that students will complete to address the discipline problem that the student exhibits. Administration will monitor completion of the ABE assignment, the success of assignment, and how it impacts the future of the student.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

Activity - Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive student behavior will be modeled and encouraged. Each team will create an incentive plan for positive behavior. Student behavior will be tracked within each teacher's classroom. Parents will be contacted often regarding inappropriate student behavior. Unacceptable behavior will compound to an eventual referral to the office. Each teacher will follow the same plan to ensure equality throughout the school.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	All teachers and Administration

Measurable Objective 2:

demonstrate a behavior that shows evidence of an understanding of bullying/harassment by 05/31/2017 as measured by identifying situations that are harmful to self and others and steps taken for prevention and/or intervention for those situations.

Strategy1:

Increase Awareness of Bullying/Harassment Incidents - Weekly group counseling to educate students as to what bullying and harassment is and what it is not.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Lock Down Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and faculty participate in lock down drills to be familiar with what to do during an actual emergency	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	All staff

Activity - School Resource Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full time on site school resource officer monitors school activity and positively interacts with students.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Administration and Resource Officer

Activity - Teacher Bullying Awareness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rhonda Springfield will provide the staff with Bullying Awareness Training.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Rhonda Springfield

Activity - Counseling Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly group counseling classes will educate students about what is and what is not bullying/harassment.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Counselors and Administration

Activity - Active Shooter Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in an active shooter drill by Albertville Police Department	Professional Learning	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and staff

Goal 4:

Wellness

Measurable Objective 1:

collaborate to improve the health and wellness of students while promoting nutritional education and physical activity to improve students' health in reducing childhood obesity by 05/31/2017 as measured by 90% participation in Kid Check which checks BMI, vision, and dental health.

Strategy1:

Wellness Awareness - The system nurse will provide opportunities and information for faculty, staff, and students to receive benefits from wellness activities.

ACIP

Evans Elementary School

Category:

Research Cited:

Activity - Staff Wellness Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness check for staff	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and school nurse

Activity - Health	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Physical education teachers will provide students with physical activities that can be easily practiced at home and discuss health/nutrition with students. Dietary posters will be displayed in the lunchroom.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Physical education teacher, CNP manager, and Administration

Activity - Kid Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Kid Check program which checks BMI, vision, and dental.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Free Lunch and Breakfast or 2nd Chance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free breakfast or 2nd chance snack and free lunch is offered to all students.	Other	08/10/2016	05/31/2017	\$0 - District Funding	CNP Staff and Administration

Activity - Flu Vaccination	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flu vaccinations will be offered to reduce the number of cases of flu.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Puberty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support from staff in regards to changes that the body goes through during puberty. The school nurse will teach students how to handle what is taking place to their bodies due to hormonal changes. The school nurse will continue to support student when these changes become a challenge in the student's daily lives.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Goal 5:

Parent Involvement Goal

Measurable Objective 1:

collaborate to promote active parent involvement through the school year with a variety of programs and meetings that are meaningful to all

parents by 05/31/2017 as measured by an evaluation by the Stakeholder Action Team.

Strategy1:

Parental Involvement Plan - Evans Elementary promotes active parent involvement throughout the school year with a variety of programs and meetings.

Category:

Research Cited: Stakeholder surveys

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Meet and Greet, Orientation, Open House, EL Parent Meeting, Parent-Teacher Conferences are held throughout the year.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Counselor, Special Education Teachers, General Ed. Teachers

Activity - School-Parent Compact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholder Action Team consisting of parents, teachers, students, and community leaders participate and agree to follow the guidelines set forth by the school. Our goal is 100% participation of all parties signing the contract.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Leadership team, Stakeholder Action Team, parent, and students

Activity - Annual Title I Parent Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the Annual Title I Parent Meeting, information is given about what it means to be a Title I school, Title I program offerings, and how Title I funds are allocated. This meeting is held in September. All meetings are scheduled at various times during the day and evenings to accommodate all of our working parents.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

Activity - Family Fun Night for Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students along with their parents participate in Common Core and AMSTI Science activities and experiments.	Parent Involvement	10/01/2016	10/31/2017	\$200 - General Fund	Administration, Science teachers, and other staff

Goal 6:

Professional Development

Measurable Objective 1:

collaborate to offer meaningful professional development opportunities to school staff in order to increase student achievement by 05/31/2017 as measured by school developed professional development needs assessment.

Strategy1:

Off Site Professional Development - Administration and teachers will attend off site professional development, including workshops and conferences, that will directly impact student achievement.

Science teachers participated in training for CCRS throughout the 2015-2016 school year.

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

Research Cited:

Activity - Workshops and Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will attend workshops and conferences that directly impact student achievement.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and teachers

Strategy2:

Embedded professional development to increase student achievement - Staff will collaborate to determine professional development opportunities for school staff.

Category:

Research Cited: Staff survey

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluation of academic trends to set yearly student achievement goals	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and all instructional staff

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor, Administration, and teachers attend PST meetings to discuss supports for at-risk students.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, counselor, and general ed. teachers

Activity - Faculty/Staff Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information throughout the year will be provided by Administration and various school action teams.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Action Teams, Leadership Team, and other system staff

Activity - EL Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team members attend training sessions on EL strategies.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	EL Team members and administration

ACIP

Evans Elementary School

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops on available technology are offered on-site throughout the year.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Technology Action Team, Administration, Teachers

Activity - Book Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Book studies are offered throughout the year based on topics of interest expressed through professional development surveys.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Professional Development Action Team, and teachers

Goal 7:

Writing Goal

Measurable Objective 1:

50% of Fifth and Sixth grade students will demonstrate a proficiency on mandatory state testing in Writing by 05/31/2017 as measured by ACT Aspire.

Strategy1:

Reading Writing Assignment - Students will be provided with a "Weekly Reading and Comprehension" form. Students will use this form respond to the literature they are reading during reading through answering various writing prompts.

Category:

Research Cited: ACT Aspire writing scores

Activity - Team Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended a team meeting to discuss the implementation of daily writing assignment.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers and administration

Strategy2:

Content Area Writing - All teachers will implement writing assignments in their content areas.

Category:

Research Cited: ARI

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will apply the writing process to answer and discuss subject matter. Literacy strategies and content writing will be incorporated into all subjects. Special education teachers and general education teachers will attend co-teacher/ARI training to help special education acquire literacy skills. Teachers will use ACCESS/WIDA information to assist EL students in acquiring literacy skills.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers, special education staff, and EL staff

Goal 8:

All students will become College and Career Ready by participating in a learning environment that promotes digital literacy, as indicated by a 2% increase in Reading ASPIRE results from a Spring 2015 baseline of 33% proficient.

Measurable Objective 1:

demonstrate a proficiency by providing a quality learning environment that provides tools for students to be College and Career Ready by 05/31/2017 as measured by increasing the number of certified staff members who are Google Certified .

Strategy1:

Certified Staff-Google Certification - Certified staff will be encouraged to enroll in and complete all activities outlined in the Google Certification Program. The target is an increase of 6-8 certified staff members becoming Google Certified.

Category:

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Google Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Albertville City Schools will reimburse teachers for their Google Certification fee upon successfully completing all requirements that lead to Google Certification.	Technology Professional Learning	08/10/2016	05/31/2017	\$100 - District Funding	System level core administrative team and the IT Department

Strategy2:

Implement College and Career Ready Standards - Students will participate in a digital-rich learning environment that promotes College and Career Readiness.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Increase hardware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and deploy chrome devices in all ELA classroom in grades 3-12	Technology	08/10/2016	05/31/2017	\$90000 - Title I Schoolwide	Federal Programs Director , Curriculum and Teaching Director and Technology staff.

Activity - Identify at-risk students and schedule targeted intervention time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III intervention teachers will work with individual students on specific skill deficits.	Technology Academic Support Program	08/10/2016	05/31/2017	\$0 - Title I Schoolwide	Director of Federal Programs and Director of Teaching and Learning.

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

Goal 1:

Reading Goal

Measurable Objective 1:

50% of 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 on the mandatory state testing in Reading by 05/25/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Reading Success - Whole and small group instruction delivered daily to ensure standard based Tier I instruction using textbook; phonic decoding, vocabulary word study, differentiated instruction to struggling students to provide Tier II instruction/informal/formal assessment progress monitoring using weekly and unit assessments provided by the reading series, provide practice with the provided examples with the ASPIRE ASSESSMENT, implement SpringBoard (pre ACT program) in 6th grade, Scott Foresman Literacy and Intervention Program in 5th grade (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. ASPIRE Periodic assessment will be used to spiral learning and is used as an indicator of students with special needs. USA Test Prep will be utilized to guide instruction. Content literacy strategies are implemented and applied as part of daily instructional practices.

Category:

Research Cited:

Activity - ASPIRE Periodic Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom will be used to determine specific academic needs of tier 2 and tier 3 students 5th and 6th grade students. This assessment will be administered yearly to establish a baseline and then administered throughout the year to determine progress of PST students. This assessment is used as our progress monitoring tool for the problem solving team. The Aspire Periodic Classroom will be the benchmark for all kids to show growth throughout the year.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Language Arts teachers, Counselor, and Administration

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tara Snider will be used as an instructional partner for all of the teachers at Evans.	Academic Support Program Professional Learning	08/10/2016	05/31/2017	\$0 - State Funds	Tara Snider

Activity - SpringBoard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade Language Arts teachers were trained in reading strategies encompassed by the SpringBoard and Laying the Foundation curriculums. 6th grade reading teachers attend vertical alignment sessions with the 7-12th grade teachers on 4 sessions throughout the year.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	6th grade language arts staff and administration.

Activity - Scott Foresman	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade language arts teachers have been trained in the effective use of the Scott Foresman Reading Series and Intervention tools.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	5th grade language arts teachers and administration

Activity - Pacing Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers adjusted the pacing guide.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training through Alabama Reading Initiative. Skills are provided that will enhance the learning experience of all children such as engaging activities, which include peer interaction and hands on experiences. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	All Staff and Administration

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a web Wednesday training on Google Classroom. In reading class student are using Google classroom for applying technology to comprehension passages, uses graphics for students to read.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Activity - Read to Succeed Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program to increase reading fluency and level	Academic Support Program	01/01/2017	05/31/2017	\$0 - No Funding Required	Reading teachers, homeroom teachers, and librarian

Goal 2:

Math Goal

Measurable Objective 1:

60% of 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 on the mandatory state testing in Mathematics by 05/31/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Math Success - AMSTI approaches and Go Math curriculum are used to guide instruction through math centers, daily lessons, and weekly review tests (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom through small group interventions. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. Aspire Periodic Assessment is used to determine individual needs of Tier 2 and Tier 3 students and is our benchmark assessment for problem solving team. It is also an indication of performance on end of year state assessment (ASPIRE). Professional development on guided instruction will be used for all new math teachers. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.

Category:

Research Cited:

Activity - Educational Technology Aides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kahn Academy is used for year 1 EL students to work on basic math skills. Google Classroom is used for students to play educational games and to listen to recorded instruction.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Reading, and Science 6th grade teachers meet with Kristi Pair and discuss core curriculum with 7-12th grade teachers.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	6th-12th grade teachers, administrators, and Kristi Pair

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All current teachers will have access to Laura Clemons or Linda Bridges (AMSTI Regional Director) to implement teaching strategies and the new Common Core Objectives. 5th grade will meet with Laura Clemons to discuss standards and Depths of Knowledge. 6th grade will meet with Linda Bridges.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Teachers and Administration

ACIP

Evans Elementary School

Activity - Go Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers receive training on the effective use of the Go Math curriculum.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Staff and Administration

Activity - Aspire Periodic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom is used to determine specific academic needs of tier 2 and tier 3 fifth and sixth grade students. This assessment will be administered at the beginning of the school year to all students, and will be used throughout the school year to measure the progress of students who have been identified as Tier 3. The assessment is used as our progress monitoring tool for the problem solving team.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers, Counselor, and Administration

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Evans math faculty will be mentored and taught by our system math coach in order to ensure the success of our students.	Professional Learning	08/10/2016	05/31/2017	\$0 - Other	Math teachers, Math Coach, and Administration

Goal 3:

School Safety

Measurable Objective 1:

demonstrate a behavior that shows evidence of an understanding of bullying/harassment by 05/31/2017 as measured by identifying situations that are harmful to self and others and steps taken for prevention and/or intervention for those situations.

Strategy1:

Increase Awareness of Bullying/Harassment Incidents - Weekly group counseling to educate students as to what bullying and harassment is and what it is not.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Lock Down Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and faculty participate in lock down drills to be familiar with what to do during an actual emergency	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	All staff

ACIP

Evans Elementary School

Activity - School Resource Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full time on site school resource officer monitors school activity and positively interacts with students.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Administration and Resource Officer

Activity - Active Shooter Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in an active shooter drill by Albertville Police Department	Professional Learning	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and staff

Activity - Teacher Bullying Awareness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rhonda Springfield will provide the staff with Bullying Awareness Training.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Rhonda Springfield

Activity - Counseling Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly group counseling classes will educate students about what is and what is not bullying/harassment.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Counselors and Administration

Measurable Objective 2:

demonstrate a behavior to improve classroom management/discipline and build supportive learning environments by 05/31/2017 as measured by a reduction in office referrals and improved student achievement.

Strategy1:

Discipline Plan - A consistent plan of discipline will be used school wide.

Category: Other - Behavior

Research Cited:

Activity - ABE Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific behavior problems will be addressed by using the research based program, ABE. This is a computer program that students will complete to address the discipline problem that the student exhibits. Administration will monitor completion of the ABE assignment, the success of assignment, and how it impacts the future of the student.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

ACIP

Evans Elementary School

Activity - Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive student behavior will be modeled and encouraged. Each team will create an incentive plan for positive behavior. Student behavior will be tracked within each teacher's classroom. Parents will be contacted often regarding inappropriate student behavior. Unacceptable behavior will compound to an eventual referral to the office. Each teacher will follow the same plan to ensure equality throughout the school.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	All teachers and Administration

Goal 4:

Wellness

Measurable Objective 1:

collaborate to improve the health and wellness of students while promoting nutritional education and physical activity to improve students' health in reducing childhood obesity by 05/31/2017 as measured by 90% participation in Kid Check which checks BMI, vision, and dental health.

Strategy1:

Wellness Awareness - The system nurse will provide opportunities and information for faculty, staff, and students to receive benefits from wellness activities.

Category:

Research Cited:

Activity - Kid Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Kid Check program which checks BMI, vision, and dental.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Flu Vaccination	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flu vaccinations will be offered to reduce the number of cases of flu.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Free Lunch and Breakfast or 2nd Chance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free breakfast or 2nd chance snack and free lunch is offered to all students.	Other	08/10/2016	05/31/2017	\$0 - District Funding	CNP Staff and Administration

ACIP

Evans Elementary School

Activity - Puberty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support from staff in regards to changes that the body goes through during puberty. The school nurse will teach students how to handle what is taking place to their bodies due to hormonal changes. The school nurse will continue to support student when these changes become a challenge in the student's daily lives.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Health	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Physical education teachers will provide students with physical activities that can be easily practiced at home and discuss health/nutrition with students. Dietary posters will be displayed in the lunchroom.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Physical education teacher, CNP manager, and Administration

Activity - Staff Wellness Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness check for staff	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and school nurse

Goal 5:

Parent Involvement Goal

Measurable Objective 1:

collaborate to promote active parent involvement through the school year with a variety of programs and meetings that are meaningful to all parents by 05/31/2017 as measured by an evaluation by the Stakeholder Action Team.

Strategy1:

Parental Involvement Plan - Evans Elementary promotes active parent involvement throughout the school year with a variety of programs and meetings.

Category:

Research Cited: Stakeholder surveys

Activity - School-Parent Compact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholder Action Team consisting of parents, teachers, students, and community leaders participate and agree to follow the guidelines set forth by the school. Our goal is 100% participation of all parties signing the contract.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Leadership team, Stakeholder Action Team, parent, and students

ACIP

Evans Elementary School

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Meet and Greet, Orientation, Open House, EL Parent Meeting, Parent-Teacher Conferences are held throughout the year.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Counselor, Special Education Teachers, General Ed. Teachers

Activity - Family Fun Night for Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students along with their parents participate in Common Core and AMSTI Science activities and experiments.	Parent Involvement	10/01/2016	10/31/2017	\$200 - General Fund	Administration, Science teachers, and other staff

Activity - Annual Title I Parent Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the Annual Title I Parent Meeting, information is given about what it means to be a Title I school, Title I program offerings, and how Title I funds are allocated. This meeting is held in September. All meetings are scheduled at various times during the day and evenings to accommodate all of our working parents.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

Goal 6:

Professional Development

Measurable Objective 1:

collaborate to offer meaningful professional development opportunities to school staff in order to increase student achievement by 05/31/2017 as measured by school developed professional development needs assessment.

Strategy1:

Embedded professional development to increase student achievement - Staff will collaborate to determine professional development opportunities for school staff.

Category:

Research Cited: Staff survey

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluation of academic trends to set yearly student achievement goals	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and all instructional staff

Activity - Book Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Book studies are offered throughout the year based on topics of interest expressed through professional development surveys.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Professional Development Action Team, and teachers

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor, Administration, and teachers attend PST meetings to discuss supports for at-risk students.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, counselor, and general ed. teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops on available technology are offered on-site throughout the year.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Technology Action Team, Administration, Teachers

Activity - EL Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team members attend training sessions on EL strategies.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	EL Team members and administration

Activity - Faculty/Staff Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information throughout the year will be provided by Administration and various school action teams.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Action Teams, Leadership Team, and other system staff

Strategy2:

Off Site Professional Development - Administration and teachers will attend off site professional development, including workshops and conferences, that will directly impact student achievement.

Science teachers participated in training for CCRS throughout the 2015-2016 school year.

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

Research Cited:

Activity - Workshops and Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will attend workshops and conferences that directly impact student achievement.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and teachers

Goal 7:

Writing Goal

Measurable Objective 1:

50% of Fifth and Sixth grade students will demonstrate a proficiency on mandatory state testing in Writing by 05/31/2017 as measured by ACT Aspire.

Strategy1:

Content Area Writing - All teachers will implement writing assignments in their content areas.

Category:

Research Cited: ARI

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will apply the writing process to answer and discuss subject matter. Literacy strategies and content writing will be incorporated into all subjects. Special education teachers and general education teachers will attend co-teacher/ARI training to help special education acquire literacy skills. Teachers will use ACCESS/WIDA information to assist EL students in acquiring literacy skills.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers, special education staff, and EL staff

Strategy2:

Reading Writing Assignment - Students will be provided with a "Weekly Reading and Comprehension" form. Students will use this form respond to the literature they are reading during reading through answering various writing prompts.

Category:

Research Cited: ACT Aspire writing scores

Activity - Team Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended a team meeting to discuss the implementation of daily writing assignment.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers and administration

Goal 8:

All students will become College and Career Ready by participating in a learning environment that promotes digital literacy, as indicated by a 2% increase in Reading ASPIRE results from a Spring 2015 baseline of 33% proficient.

Measurable Objective 1:

demonstrate a proficiency by providing a quality learning environment that provides tools for students to be College and Career Ready by 05/31/2017 as measured by increasing the number of certified staff members who are Google Certified .

Strategy1:

Certified Staff-Google Certification - Certified staff will be encouraged to enroll in and complete all activities outlined in the Google Certification Program. The target is an increase of 6-8 certified staff members becoming Google Certified.

Category:

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

ACIP

Evans Elementary School

Activity - Google Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Albertville City Schools will reimburse teachers for their Google Certification fee upon successfully completing all requirements that lead to Google Certification.	Technology Professional Learning	08/10/2016	05/31/2017	\$100 - District Funding	System level core administrative team and the IT Department

Strategy2:

Implement College and Career Ready Standards - Students will participate in a digital-rich learning environment that promotes College and Career Readiness.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Identify at-risk students and schedule targeted intervention time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III intervention teachers will work with individual students on specific skill deficits.	Technology Academic Support Program	08/10/2016	05/31/2017	\$0 - Title I Schoolwide	Director of Federal Programs and Director of Teaching and Learning.

Activity - Increase hardware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and deploy chrome devices in all ELA classroom in grades 3-12	Technology	08/10/2016	05/31/2017	\$90000 - Title I Schoolwide	Federal Programs Director , Curriculum and Teaching Director and Technology staff.

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

Reading Goal

Measurable Objective 1:

50% of 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 on the mandatory state testing in Reading by 05/25/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Reading Success - Whole and small group instruction delivered daily to ensure standard based Tier I instruction using textbook; phonic decoding, vocabulary word study, differentiated instruction to struggling students to provide Tier II instruction/informal/formal assessment progress monitoring using weekly and unit assessments provided by the reading series, provide practice with the provided examples with the ASPIRE ASSESSMENT, implement SpringBoard (pre ACT program) in 6th grade, Scott Foresman Literacy and

ACIP

Evans Elementary School

Intervention Program in 5th grade (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. ASPIRE Periodic assessment will be used to spiral learning and is used as an indicator of students with special needs. USA Test Prep will be utilized to guide instruction. Content literacy strategies are implemented and applied as part of daily instructional practices.

Category:

Research Cited:

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a web Wednesday training on Google Classroom. In reading class student are using Google classroom for applying technology to comprehension passages, uses graphics for students to read.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Activity - Pacing Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers adjusted the pacing guide.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Activity - SpringBoard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade Language Arts teachers were trained in reading strategies encompassed by the SpringBoard and Laying the Foundation curriculums. 6th grade reading teachers attend vertical alignment sessions with the 7-12th grade teachers on 4 sessions throughout the year.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	6th grade language arts staff and administration.

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training through Alabama Reading Initiative. Skills are provided that will enhance the learning experience of all children such as engaging activities, which include peer interaction and hands on experiences. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	All Staff and Administration

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tara Snider will be used as an instructional partner for all of the teachers at Evans.	Academic Support Program Professional Learning	08/10/2016	05/31/2017	\$0 - State Funds	Tara Snider

ACIP

Evans Elementary School

Activity - Scott Foresman	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade language arts teachers have been trained in the effective use of the Scott Foresman Reading Series and Intervention tools.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	5th grade language arts teachers and administration

Activity - ASPIRE Periodic Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom will be used to determine specific academic needs of tier 2 and tier 3 students 5th and 6th grade students. This assessment will be administered yearly to establish a baseline and then administered throughout the year to determine progress of PST students. This assessment is used as our progress monitoring tool for the problem solving team. The Aspire Periodic Classroom will be the benchmark for all kids to show growth throughout the year.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Language Arts teachers, Counselor, and Administration

Activity - Read to Succeed Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program to increase reading fluency and level	Academic Support Program	01/01/2017	05/31/2017	\$0 - No Funding Required	Reading teachers, homeroom teachers, and librarian

Goal 2:

Math Goal

Measurable Objective 1:

60% of 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 on the mandatory state testing in Mathematics by 05/31/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Math Success - AMSTI approaches and Go Math curriculum are used to guide instruction through math centers, daily lessons, and weekly review tests (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom through small group interventions. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. Aspire Periodic Assessment is used to determine individual needs of Tier 2 and Tier 3 students and is our benchmark assessment for problem solving team. It is also an indication of performance on end of year state assessment (ASPIRE). Professional development on guided instruction will be used for all new math teachers. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.

Category:

Research Cited:

ACIP

Evans Elementary School

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Reading, and Science 6th grade teachers meet with Kristi Pair and discuss core curriculum with 7-12th grade teachers.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	6th-12th grade teachers, administrators, and Kristi Pair

Activity - Aspire Periodic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom is used to determine specific academic needs of tier 2 and tier 3 fifth and sixth grade students. This assessment will be administered at the beginning of the school year to all students, and will be used throughout the school year to measure the progress of students who have been identified as Tier 3. The assessment is used as our progress monitoring tool for the problem solving team.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers, Counselor, and Administration

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Evans math faculty will be mentored and taught by our system math coach in order to ensure the success of our students.	Professional Learning	08/10/2016	05/31/2017	\$0 - Other	Math teachers, Math Coach, and Administration

Activity - Go Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers receive training on the effective use of the Go Math curriculum.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Staff and Administration

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All current teachers will have access to Laura Clemons or Linda Bridges (AMSTI Regional Director) to implement teaching strategies and the new Common Core Objectives. 5th grade will meet with Laura Clemons to discuss standards and Depths of Knowledge. 6th grade will meet with Linda Bridges.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Teachers and Administration

Activity - Educational Technology Aides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kahn Academy is used for year 1 EL students to work on basic math skills. Google Classroom is used for students to play educational games and to listen to recorded instruction.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers

Goal 3:

School Safety

Measurable Objective 1:

demonstrate a behavior to improve classroom management/discipline and build supportive learning environments by 05/31/2017 as measured by a reduction in office referrals and improved student achievement.

Strategy1:

Discipline Plan - A consistent plan of discipline will be used school wide.

Category: Other - Behavior

Research Cited:

Activity - Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive student behavior will be modeled and encouraged. Each team will create an incentive plan for positive behavior. Student behavior will be tracked within each teacher's classroom. Parents will be contacted often regarding inappropriate student behavior. Unacceptable behavior will compound to an eventual referral to the office. Each teacher will follow the same plan to ensure equality throughout the school.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	All teachers and Administration

Activity - ABE Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific behavior problems will be addressed by using the research based program, ABE. This is a computer program that students will complete to address the discipline problem that the student exhibits. Administration will monitor completion of the ABE assignment, the success of assignment, and how it impacts the future of the student.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

Measurable Objective 2:

demonstrate a behavior that shows evidence of an understanding of bullying/harassment by 05/31/2017 as measured by identifying situations that are harmful to self and others and steps taken for prevention and/or intervention for those situations.

Strategy1:

Increase Awareness of Bullying/Harassment Incidents - Weekly group counseling to educate students as to what bullying and harassment is and what it is not.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Teacher Bullying Awareness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rhonda Springfield will provide the staff with Bullying Awareness Training.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Rhonda Springfield

ACIP

Evans Elementary School

Activity - Active Shooter Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in an active shooter drill by Albertville Police Department	Professional Learning	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and staff

Activity - Counseling Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly group counseling classes will educate students about what is and what is not bullying/harassment.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Counselors and Administration

Activity - Lock Down Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and faculty participate in lock down drills to be familiar with what to do during an actual emergency	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	All staff

Activity - School Resource Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full time on site school resource officer monitors school activity and positively interacts with students.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Administration and Resource Officer

Goal 4:

Wellness

Measurable Objective 1:

collaborate to improve the health and wellness of students while promoting nutritional education and physical activity to improve students' health in reducing childhood obesity by 05/31/2017 as measured by 90% participation in Kid Check which checks BMI, vision, and dental health.

Strategy1:

Wellness Awareness - The system nurse will provide opportunities and information for faculty, staff, and students to receive benefits from wellness activities.

Category:

Research Cited:

Activity - Free Lunch and Breakfast or 2nd Chance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free breakfast or 2nd chance snack and free lunch is offered to all students.	Other	08/10/2016	05/31/2017	\$0 - District Funding	CNP Staff and Administration

ACIP

Evans Elementary School

Activity - Kid Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Kid Check program which checks BMI, vision, and dental.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Health	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Physical education teachers will provide students with physical activities that can be easily practiced at home and discuss health/nutrition with students. Dietary posters will be displayed in the lunchroom.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Physical education teacher, CNP manager, and Administration

Activity - Staff Wellness Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness check for staff	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and school nurse

Activity - Puberty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support from staff in regards to changes that the body goes through during puberty. The school nurse will teach students how to handle what is taking place to their bodies due to hormonal changes. The school nurse will continue to support student when these changes become a challenge in the student's daily lives.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Flu Vaccination	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flu vaccinations will be offered to reduce the number of cases of flu.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Goal 5:

Parent Involvement Goal

Measurable Objective 1:

collaborate to promote active parent involvement through the school year with a variety of programs and meetings that are meaningful to all parents by 05/31/2017 as measured by an evaluation by the Stakeholder Action Team.

Strategy1:

Parental Involvement Plan - Evans Elementary promotes active parent involvement throughout the school year with a variety of programs and meetings.

Category:

Research Cited: Stakeholder surveys

ACIP

Evans Elementary School

Activity - School-Parent Compact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholder Action Team consisting of parents, teachers, students, and community leaders participate and agree to follow the guidelines set forth by the school. Our goal is 100% participation of all parties signing the contract.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Leadership team, Stakeholder Action Team, parent, and students

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Meet and Greet, Orientation, Open House, EL Parent Meeting, Parent-Teacher Conferences are held throughout the year.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Counselor, Special Education Teachers, General Ed. Teachers

Activity - Annual Title I Parent Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the Annual Title I Parent Meeting, information is given about what it means to be a Title I school, Title I program offerings, and how Title I funds are allocated. This meeting is held in September. All meetings are scheduled at various times during the day and evenings to accommodate all of our working parents.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

Activity - Family Fun Night for Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students along with their parents participate in Common Core and AMSTI Science activities and experiments.	Parent Involvement	10/01/2016	10/31/2017	\$200 - General Fund	Administration, Science teachers, and other staff

Goal 6:

Writing Goal

Measurable Objective 1:

50% of Fifth and Sixth grade students will demonstrate a proficiency on mandatory state testing in Writing by 05/31/2017 as measured by ACT Aspire.

Strategy1:

Content Area Writing - All teachers will implement writing assignments in their content areas.

Category:

Research Cited: ARI

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will apply the writing process to answer and discuss subject matter. Literacy strategies and content writing will be incorporated into all subjects. Special education teachers and general education teachers will attend co-teacher/ARI training to help special education acquire literacy skills. Teachers will use ACCESS/WIDA information to assist EL students in acquiring literacy skills.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers, special education staff, and EL staff

Strategy2:

Reading Writing Assignment - Students will be provided with a "Weekly Reading and Comprehension" form. Students will use this form respond to the literature they are reading during reading through answering various writing prompts.

Category:

Research Cited: ACT Aspire writing scores

Activity - Team Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended a team meeting to discuss the implementation of daily writing assignment.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers and administration

Goal 7:

Professional Development

Measurable Objective 1:

collaborate to offer meaningful professional development opportunities to school staff in order to increase student achievement by 05/31/2017 as measured by school developed professional development needs assessment.

Strategy1:

Off Site Professional Development - Administration and teachers will attend off site professional development, including workshops and conferences, that will directly impact student achievement.

Science teachers participated in training for CCRS throughout the 2015-2016 school year.

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

Research Cited:

Activity - Workshops and Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will attend workshops and conferences that directly impact student achievement.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and teachers

Strategy2:

Embedded professional development to increase student achievement - Staff will collaborate to determine professional development

opportunities for school staff.

Category:

Research Cited: Staff survey

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops on available technology are offered on-site throughout the year.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Technology Action Team, Administration, Teachers

Activity - Faculty/Staff Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information throughout the year will be provided by Administration and various school action teams.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Action Teams, Leadership Team, and other system staff

Activity - EL Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team members attend training sessions on EL strategies.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	EL Team members and administration

Activity - Book Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Book studies are offered throughout the year based on topics of interest expressed through professional development surveys.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Professional Development Action Team, and teachers

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor, Administration, and teachers attend PST meetings to discuss supports for at-risk students.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, counselor, and general ed. teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluation of academic trends to set yearly student achievement goals	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and all instructional staff

Goal 8:

All students will become College and Career Ready by participating in a learning environment that promotes digital literacy, as indicated by a 2% increase in Reading ASPIRE results from a Spring 2015 baseline of 33% proficient.

Measurable Objective 1:

demonstrate a proficiency by providing a quality learning environment that provides tools for students to be College and Career Ready by 05/31/2017 as measured by increasing the number of certified staff members who are Google Certified .

Strategy1:

Implement College and Career Ready Standards - Students will participate in a digital-rich learning environment that promotes College and Career Readiness.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Increase hardware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and deploy chrome devices in all ELA classroom in grades 3-12	Technology	08/10/2016	05/31/2017	\$90000 - Title I Schoolwide	Federal Programs Director , Curriculum and Teaching Director and Technology staff.

Activity - Identify at-risk students and schedule targeted intervention time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III intervention teachers will work with individual students on specific skill deficits.	Technology Academic Support Program	08/10/2016	05/31/2017	\$0 - Title I Schoolwide	Director of Federal Programs and Director of Teaching and Learning.

Strategy2:

Certified Staff-Google Certification - Certified staff will be encouraged to enroll in and complete all activities outlined in the Google Certification Program. The target is an increase of 6-8 certified staff members becoming Google Certified.

Category:

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Google Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Alberville City Schools will reimburse teachers for their Google Certification fee upon successfully completing all requirements that lead to Google Certification.	Technology Professional Learning	08/10/2016	05/31/2017	\$100 - District Funding	System level core administrative team and the IT Department

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:

Reading Goal

Measurable Objective 1:

SY 2016-2017

50% of 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 on the mandatory state testing in Reading by 05/25/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Reading Success - Whole and small group instruction delivered daily to ensure standard based Tier I instruction using textbook; phonic decoding, vocabulary word study, differentiated instruction to struggling students to provide Tier II instruction/informal/formal assessment progress monitoring using weekly and unit assessments provided by the reading series, provide practice with the provided examples with the ASPIRE ASSESSMENT, implement SpringBoard (pre ACT program) in 6th grade, Scott Foresman Literacy and Intervention Program in 5th grade (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. ASPIRE Periodic assessment will be used to spiral learning and is used as an indicator of students with special needs. USA Test Prep will be utilized to guide instruction. Content literacy strategies are implemented and applied as part of daily instructional practices.

Category:

Research Cited:

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a web Wednesday training on Google Classroom. In reading class student are using Google classroom for applying technology to comprehension passages, uses graphics for students to read.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Activity - Scott Foresman	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade language arts teachers have been trained in the effective use of the Scott Foresman Reading Series and Intervention tools.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	5th grade language arts teachers and administration

Activity - Pacing Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers adjusted the pacing guide.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading teachers

Activity - SpringBoard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade Language Arts teachers were trained in reading strategies encompassed by the SpringBoard and Laying the Foundation curriculums. 6th grade reading teachers attend vertical alignment sessions with the 7-12th grade teachers on 4 sessions throughout the year.	Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	6th grade language arts staff and administration.

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tara Snider will be used as an instructional partner for all of the teachers at Evans.	Professional Learning Academic Support Program	08/10/2016	05/31/2017	\$0 - State Funds	Tara Snider

Activity - ASPIRE Periodic Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom will be used to determine specific academic needs of tier 2 and tier 3 students 5th and 6th grade students. This assessment will be administered yearly to establish a baseline and then administered throughout the year to determine progress of PST students. This assessment is used as our progress monitoring tool for the problem solving team. The Aspire Periodic Classroom will be the benchmark for all kids to show growth throughout the year.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Language Arts teachers, Counselor, and Administration

Activity - Content Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training through Alabama Reading Initiative. Skills are provided that will enhance the learning experience of all children such as engaging activities, which include peer interaction and hands on experiences. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.	Academic Support Program	08/10/2016	05/31/2017	\$0 - District Funding	All Staff and Administration

Activity - Read to Succeed Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program to increase reading fluency and level	Academic Support Program	01/01/2017	05/31/2017	\$0 - No Funding Required	Reading teachers, homeroom teachers, and librarian

Goal 2:

Math Goal

Measurable Objective 1:

60% of 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 on the mandatory state testing in Mathematics by 05/31/2017 as measured by the Aspire Assessment..

Strategy1:

Strategies for Math Success - AMSTI approaches and Go Math curriculum are used to guide instruction through math centers, daily lessons, and weekly review tests (all part of our Tier I instruction). Tier II instruction takes place daily in the classroom through small group interventions. Tier III intensive small group pull-out intervention takes place for those students who are not successful with in class instruction. Aspire Periodic Assessment is used to determine individual needs of Tier 2 and Tier 3 students and is our benchmark assessment for problem solving team. It is also an indication of performance on end of year state assessment (ASPIRE). Professional development on guided instruction will be used for all new math teachers. Special education teachers and general education teachers will attend co-teacher training to help special education and all students succeed. Teachers will be given strategies on how to help support EL students with mastering classroom content.

Category:

Research Cited:

Activity - Go Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers receive training on the effective use of the Go Math curriculum.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Staff and Administration

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Evans math faculty will be mentored and taught by our system math coach in order to ensure the success of our students.	Professional Learning	08/10/2016	05/31/2017	\$0 - Other	Math teachers, Math Coach, and Administration

Activity - Educational Technology Aides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kahn Academy is used for year 1 EL students to work on basic math skills. Google Classroom is used for students to play educational games and to listen to recorded instruction.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers

Activity - Aspire Periodic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aspire Classroom is used to determine specific academic needs of tier 2 and tier 3 fifth and sixth grade students. This assessment will be administered at the beginning of the school year to all students, and will be used throughout the school year to measure the progress of students who have been identified as Tier 3. The assessment is used as our progress monitoring tool for the problem solving team.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers, Counselor, and Administration

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, Reading, and Science 6th grade teachers meet with Kristi Pair and discuss core curriculum with 7-12th grade teachers.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	6th-12th grade teachers, administrators, and Kristi Pair

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All current teachers will have access to Laura Clemons or Linda Bridges (AMSTI Regional Director) to implement teaching strategies and the new Common Core Objectives. 5th grade will meet with Laura Clemons to discuss standards and Depths of Knowledge. 6th grade will meet with Linda Bridges.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Math Teachers and Administration

Goal 3:

School Safety

Measurable Objective 1:

demonstrate a behavior to improve classroom management/discipline and build supportive learning environments by 05/31/2017 as measured by a reduction in office referrals and improved student achievement.

Strategy1:

Discipline Plan - A consistent plan of discipline will be used school wide.

Category: Other - Behavior

Research Cited:

Activity - ABE Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specific behavior problems will be addressed by using the research based program, ABE. This is a computer program that students will complete to address the discipline problem that the student exhibits. Administration will monitor completion of the ABE assignment, the success of assignment, and how it impacts the future of the student.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

Activity - Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive student behavior will be modeled and encouraged. Each team will create an incentive plan for positive behavior. Student behavior will be tracked within each teacher's classroom. Parents will be contacted often regarding inappropriate student behavior. Unacceptable behavior will compound to an eventual referral to the office. Each teacher will follow the same plan to ensure equality throughout the school.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	All teachers and Administration

Measurable Objective 2:

demonstrate a behavior that shows evidence of an understanding of bullying/harassment by 05/31/2017 as measured by identifying situations that are harmful to self and others and steps taken for prevention and/or intervention for those situations.

Strategy1:

Increase Awareness of Bullying/Harassment Incidents - Weekly group counseling to educate students as to what bullying and harassment is and what it is not.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Active Shooter Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in an active shooter drill by Albertville Police Department	Professional Learning	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and staff

Activity - Counseling Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly group counseling classes will educate students about what is and what is not bullying/harassment.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Counselors and Administration

Activity - Teacher Bullying Awareness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rhonda Springfield will provide the staff with Bullying Awareness Training.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Rhonda Springfield

Activity - School Resource Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full time on site school resource officer monitors school activity and positively interacts with students.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Administration and Resource Officer

Activity - Lock Down Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and faculty participate in lock down drills to be familiar with what to do during an actual emergency	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	All staff

Goal 4:

Wellness

Measurable Objective 1:

collaborate to improve the health and wellness of students while promoting nutritional education and physical activity to improve students' health in reducing childhood obesity by 05/31/2017 as measured by 90% participation in Kid Check which checks BMI, vision, and dental health.

Strategy1:

Wellness Awareness - The system nurse will provide opportunities and information for faculty, staff, and students to receive benefits from wellness activities.

Category:

Research Cited:

Activity - Flu Vaccination	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flu vaccinations will be offered to reduce the number of cases of flu.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Health	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Physical education teachers will provide students with physical activities that can be easily practiced at home and discuss health/nutrition with students. Dietary posters will be displayed in the lunchroom.	Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Physical education teacher, CNP manager, and Administration

Activity - Free Lunch and Breakfast or 2nd Chance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free breakfast or 2nd chance snack and free lunch is offered to all students.	Other	08/10/2016	05/31/2017	\$0 - District Funding	CNP Staff and Administration

Activity - Kid Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Kid Check program which checks BMI, vision, and dental.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Activity - Staff Wellness Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness check for staff	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Administrators and school nurse

Activity - Puberty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support from staff in regards to changes that the body goes through during puberty. The school nurse will teach students how to handle what is taking place to their bodies due to hormonal changes. The school nurse will continue to support student when these changes become a challenge in the student's daily lives.	Other	08/10/2016	05/31/2017	\$0 - No Funding Required	Nurse and Administration

Goal 5:

Parent Involvement Goal

Measurable Objective 1:

collaborate to promote active parent involvement through the school year with a variety of programs and meetings that are meaningful to all parents by 05/31/2017 as measured by an evaluation by the Stakeholder Action Team.

Strategy1:

Parental Involvement Plan - Evans Elementary promotes active parent involvement throughout the school year with a variety of programs and meetings.

Category:

Research Cited: Stakeholder surveys

Activity - Annual Title I Parent Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the Annual Title I Parent Meeting, information is given about what it means to be a Title I school, Title I program offerings, and how Title I funds are allocated. This meeting is held in September. All meetings are scheduled at various times during the day and evenings to accommodate all of our working parents.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration

Activity - Family Fun Night for Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students along with their parents participate in Common Core and AMSTI Science activities and experiments.	Parent Involvement	10/01/2016	10/31/2017	\$200 - General Fund	Administration, Science teachers, and other staff

Activity - School-Parent Compact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholder Action Team consisting of parents, teachers, students, and community leaders participate and agree to follow the guidelines set forth by the school. Our goal is 100% participation of all parties signing the contract.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Leadership team, Stakeholder Action Team, parent, and students

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Meet and Greet, Orientation, Open House, EL Parent Meeting, Parent-Teacher Conferences are held throughout the year.	Parent Involvement	08/10/2016	05/31/2017	\$0 - No Funding Required	Administration, Counselor, Special Education Teachers, General Ed. Teachers

Goal 6:

Professional Development

Measurable Objective 1:

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collaborate to offer meaningful professional development opportunities to school staff in order to increase student achievement by 05/31/2017 as measured by school developed professional development needs assessment.

Strategy1:

Embedded professional development to increase student achievement - Staff will collaborate to determine professional development opportunities for school staff.

Category:

Research Cited: Staff survey

Activity - Faculty/Staff Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information throughout the year will be provided by Administration and various school action teams.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Action Teams, Leadership Team, and other system staff

Activity - EL Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team members attend training sessions on EL strategies.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	EL Team members and administration

Activity - PST Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor, Administration, and teachers attend PST meetings to discuss supports for at-risk students.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, counselor, and general ed. teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evaluation of academic trends to set yearly student achievement goals	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and all instructional staff

Activity - Book Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Book studies are offered throughout the year based on topics of interest expressed through professional development surveys.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration, Professional Development Action Team, and teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops on available technology are offered on-site throughout the year.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Technology Action Team, Administration, Teachers

Strategy2:

Off Site Professional Development - Administration and teachers will attend off site professional development, including workshops and

conferences, that will directly impact student achievement.

Science teachers participated in training for CCRS throughout the 2015-2016 school year.

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

Research Cited:

Activity - Workshops and Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will attend workshops and conferences that directly impact student achievement.	Professional Learning	08/10/2016	05/31/2017	\$0 - District Funding	Administration and teachers

Goal 7:

Writing Goal

Measurable Objective 1:

50% of Fifth and Sixth grade students will demonstrate a proficiency on mandatory state testing in Writing by 05/31/2017 as measured by ACT Aspire.

Strategy1:

Reading Writing Assignment - Students will be provided with a "Weekly Reading and Comprehension" form. Students will use this form respond to the literature they are reading during reading through answering various writing prompts.

Category:

Research Cited: ACT Aspire writing scores

Activity - Team Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended a team meeting to discuss the implementation of daily writing assignment.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers and administration

Strategy2:

Content Area Writing - All teachers will implement writing assignments in their content areas.

Category:

Research Cited: ARI

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Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will apply the writing process to answer and discuss subject matter. Literacy strategies and content writing will be incorporated into all subjects. Special education teachers and general education teachers will attend co-teacher/ARI training to help special education acquire literacy skills. Teachers will use ACCESS/WIDA information to assist EL students in acquiring literacy skills.	Direct Instruction	08/10/2016	05/31/2017	\$0 - No Funding Required	Teachers, special education staff, and EL staff

Goal 8:

All students will become College and Career Ready by participating in a learning environment that promotes digital literacy, as indicated by a 2% increase in Reading ASPIRE results from a Spring 2015 baseline of 33% proficient.

Measurable Objective 1:

demonstrate a proficiency by providing a quality learning environment that provides tools for students to be College and Career Ready by 05/31/2017 as measured by increasing the number of certified staff members who are Google Certified .

Strategy1:

Implement College and Career Ready Standards - Students will participate in a digital-rich learning environment that promotes College and Career Readiness.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

Activity - Identify at-risk students and schedule targeted intervention time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III intervention teachers will work with individual students on specific skill deficits.	Technology Academic Support Program	08/10/2016	05/31/2017	\$0 - Title I Schoolwide	Director of Federal Programs and Director of Teaching and Learning.

Activity - Increase hardware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and deploy chrome devices in all ELA classroom in grades 3-12	Technology	08/10/2016	05/31/2017	\$90000 - Title I Schoolwide	Federal Programs Director , Curriculum and Teaching Director and Technology staff.

Strategy2:

Certified Staff-Google Certification - Certified staff will be encouraged to enroll in and complete all activities outlined in the Google Certification Program. The target is an increase of 6-8 certified staff members becoming Google Certified.

Category:

Research Cited: Research shows that student achievement and engagement levels increase when exposed to a learning environment which promotes digital literacy.

ACIP

Evans Elementary School

Activity - Google Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Albertville City Schools will reimburse teachers for their Google Certification fee upon successfully completing all requirements that lead to Google Certification.	Professional Learning Technology	08/10/2016	05/31/2017	\$100 - District Funding	System level core administrative team and the IT Department

Component 3: Instruction by Qualified Staff

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

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

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

Only highly qualified teachers are interviewed. Teachers' educational background and experience factor into meeting staffing needs. Administrators and faculty leadership teams interview applicants for teaching positions. Currently at Evans we employ 23 bachelor level, 13 masters level, 2 Ed.S level, and 1 Doctorate level certifications.

Component 4: Strategies to Attract Qualified Teachers

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

Teacher turnover rate in 2015-2016 was 16%.

We have a total of 37 teachers on staff. Of those 6 staff members retired or sought new positions.

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

Doctorate level - 1

Educational Specialist Level- 2

Masters level - 13

Bachelors level - 23

The teaching experience of each teacher ranges from beginning to 30+ years.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

New teachers are trained on policies, procedures, and curriculum. They are also partnered with a seasoned mentor teacher. Teachers work together with a team of teachers. Common planning time is built into the daily schedule to assist with training and preparation.

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?

Activities in the school-wide plan are correspondence with AMSTI specialists, ARI teacher trainers, SpringBoard representatives, Laying the Foundations, and CCRS training sessions. We also utilize Professional Development through onsite meetings of EL Committees and Problem Solving Team Meetings. These meetings assist us with meeting all students' needs.

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

Workshops offered by ARI, Laying the Foundations, SpringBoard, Scott Foresman, and AMSTI. E Learning Alabama offers various training on various topics of interest. We also utilize Professional Development through onsite meetings of EL committees and Problem Solving Team Meetings. These assist us with meeting all students' needs. Teachers are offered opportunities to participate in WebWednesday training on technology. We also sent two teachers to the Google Classroom Conference in Boston to assist in technology.

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.

New teachers are paired with a mentor teacher that meets weekly to review and discuss curriculum and procedures. New teachers observe seasoned teachers periodically throughout the school year.

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

Designated time frames of participating in the professional development are set forth by administration and our school leadership team. The Professional Development Action Team evaluates surveys for current needs to determine development.

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.

Students moving from 4th grade to Evans participate in a move-up day in Spring to familiarize them with the school. 6th grade attends band and choir expo where electives are discussed. The counselor and assistant principal from the middle school meets with 6th grade students to discuss academic and extracurricular involvement as well as middle school expectations. At the beginning of each school year, parent orientation and student meet-and-greet is held.

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?

Subject area teachers meet and evaluate test results to determine areas of strengths and weaknesses. They determine the direction in which to set academic goals for all students. The data is used to determine groups of students who need extra assistance with specific subject matter in skills.

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?

Teachers provide daily assessments within the classroom to check for understanding of concepts taught. Students who do not exhibit mastery of these concepts are given tiered instruction within the classroom. Teachers work with these students in small group or one-on-one to help them understand the concept. Teachers also offer before school help for students needing assistance. Students who fall below a set percentile on ACT Aspire and Aspire Classroom assessment are identified and classified at risk. Teachers monitor the progress of these students through how they are performing on classroom tasks, assignments, and assessments. Students who are not progressing with classroom supports are recommended by the classroom teacher for PST. A PST Team made up of teachers, administration, and counselor determine assistance needed for each individual student to increase academic success. Students who are identified as PST are monitored throughout the academic year through Aspire Classroom tests. Teachers keep a portfolio of work samples on PST students to submit to the PST team. Teachers implement extra supports as recommended by the PST committee. In addition to supports within the classroom, students are pulled for remediation by an academic aide. During this time of intensive remediation, students are instructed on basic skills that they are lacking and instruction in current classroom topics.

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?

Tiered instruction is provided within the classroom. Concentrated remediation is provided for students who do not progress over a time period. Before and after school tutoring is provided in math and science. We also utilize Professional Development through onsite meetings of EL committees and Problem Solving Team Meetings to discuss and plan for the students experiencing difficulties. These assist us with meeting all students' needs. Extensions and Enrichment are offered through the classroom teachers in order to reach advanced level students. Evans also utilizes Gifted and Talented Education (G.A.T.E.) to reach and service our advanced students.

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

Whole and small group tiered instruction are provided daily. One-on-one instruction also aides in addressing student needs. Special Ed., EL, and PST students are provided support within in the general education classroom as well as through pull-out instruction from Special Education teachers, EL aide, and remediation aide.

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.

The Cecil Wright Tutoring Center, housed at Albertville Middle School, provides afternoon tutoring and homework help classes. Math and science teacher offer before school and after school remediation as needed.

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.

EL committee addresses the needs of migrant and English Language Learners. EL aide provides pull-out instruction on language acquisition and classroom content. Special Education teachers work closely with the general education teacher to help special education students receive extra supports in the classroom as well as small-group instruction by the special education teacher. Economically challenged students are provided school supply materials that they could not otherwise afford. Professional and school counseling sessions are provided for our neglected, delinquent, and homeless students. Free breakfast or second chance breakfast and lunch is provided at no cost to all students.

Due to an increase in homeless students, specifically those who are non-English speakers, it has become necessary to add personnel and instructional resources in order to schedule these students into courses that will help them to successfully become college and career ready. Finally, since all teachers implement differentiated strategies and instructions, as well as Tier I and Tier II instructions to whole cases as well as individual students, the challenges of these students are met through proper planning, formative assessment, summative assessments, and anecdotal notes.

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 above groups receive breakfast and lunch at no cost. Counseling sessions help to monitor their needs. United Way of Marshall County can be contacted to address needs also. Free adult English classes are offered through the Community Learning Center. Albertville City Schools offers a migrant preschool class.

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?

Administration, leadership team, counselor, and parent involvement committees meet to coordinate and achieve school wide goals. When a need arises, we coordinate with community agencies to meet student needs. We assess through Aspire Classroom to map academic progress in preparation for state assessment. Progress is plotted and goals are set for each child to attain. Weekly reading block provides additional instruction for EL, Special Ed., and Tier III students. Special Education staff works closely with the classroom teacher to ensure that effective supports are being utilized to help special education students progress.

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.

All students are provided with a no-charge breakfast before school or a second chance breakfast and a no-charge lunch. This allows all students to have two meals a day which enables students to focus on academic tasks and improve behavior.

Our wellness programs focus on education, prevention, and coordinating with community agencies to meet identified needs. These programs improve attendance which is imperative for classroom success and equips students with materials needed to aide in their success.

AMSTI materials and trainers are available to help math and science teachers incorporate state standards through a hands-on and higher order thinking methods. Off campus training is necessary, in some situations.

CCRS and ARI representatives provide reading teachers and all teachers with training and strategies for literacy in all content areas. Off campus training is necessary, in some situations.

Textbooks aligned with the state standards have been adopted by the local school board and are utilized in all classrooms. Some textbooks contain an online component with tutorials where parents may assist students with reinforcement of concepts at home.

AMSTI, ARI, WIDA, Title I, SpringBoard, GO Math, and Scott Foresman reading series are reviewed by local city school board, administrators, and faculty. Data is continuously evaluated and used to address student achievement throughout the academic year. EL and Special Education students are given daily supports within the classroom from the general education teacher, and then concepts are reinforced by Special Education staff and an EL aide.

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.

A school resource officer is responsible for safety at Evans Elementary School. Staff and students are trained on intruder drills.

Our system wide child nutrition program distributes literature and conducts parent awareness meetings involving nutrition. All students are offered free breakfast and lunch. The school system also provides a summer feeding program.

Continued adult education, such as language acquisition classes and GED programs is made available by the system. The system operates a pre-school program and a migrant pre-school program.

The Success School offers an online alternative for a high school diploma.

Component 10: Evaluation

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

Parent and teacher surveys are used to evaluate the implementation of the schoolwide program. Administrators and leadership schedule monthly meetings at which time programs can be discussed as needed. Administration participates in meetings with the local school board. The school evaluates the program by meetings of administration, faculty, state testing, and federal programs. On-going testing results are evaluated. The effectiveness of programs offered and adherence to state and federal guidelines are discussed.

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

The school evaluates the results achieved by determining areas of need, success, and those which would benefit from improvements. Administration, the school leadership team, and the data action team analyze data from the state's annual assessments to identify specific areas of individual student need and focus areas of weakness in instruction. Aspire Interim is used to monitor the progress of at-risk students toward attaining proficiency on state testing.

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?

The Cecil Wright Learning Center, which is house at Albertville Middle School, offers after school tutoring and homework assistance. A Spanish speaking aide works with EL students through a pull out program. Our counselor provides services to at-risk students. Tiered instruction provides classroom supports daily. Students not meeting proficiency levels are strategically placed into small group instruction within the classroom. They are provided with daily instructional supports and best practices to help them be successful. At risk-students receive additional more intensive remediation through pull-out services. Aspire Classroom assessments are administered at the beginning of the year to achieve a base line, and periodically through the year with PST students. These results are used to monitor the progression of struggling students toward proficiency. EL students are monitored through ACCESS testing, as well as Aspire Classroom and classroom monitoring. Special Education students are monitored through classroom assessments and performance, along with Aspire Classroom monitoring.

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?

Daily classroom assessments, such as exit slips, are used to inform the pace of instruction and tiered instruction. A portfolio of work is collected and analyzed on struggling students. Aspire Classroom is used throughout the year to monitor the progression of at-risk students. Specific areas of deficiencies as indicated by Aspire Classroom are addressed by the classroom teacher. Special Ed., PST identified, and EL students are provided extra supports within the classroom, and if necessary, through pull-out remediation.

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

We kept the Wellness and Safety goals from the 2015-2016 school year, and will continue to pursue an increase in achievement.

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

We changed the goals for Reading, Writing, and Math in order to accurately show the amount of increase that we are striving to reach. The Aspire tests were new to our system and we needed to adjust the percentages to a more attainable goal.

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	35.19	35.19	85,940.00
Administrator Units	2.00	2.00	1.00
Assistant Principal	1.00	1.00	1.00
Counselor	1.00	1.00	1.00
Librarian	1.00	1.5	1.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	6,891.00
Professional Development	2,595.00	0	2,595.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	16,498.00	0	16,498.00
Library Enhancement	865.00	0	865.00
Totals			112,793.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	2595.0

Provide a brief explanation and a breakdown of expenses.

Substitutes and PD Fees

Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

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.

n/a

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.

n/a

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.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

n/a

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.

Teachers inform parents at orientation that Evans is a Title I school. Administration will conduct a Title I meeting in which parents are familiarized with the components of Title I and how it effects student education. This meeting is held in September and is promoted through letters home, school website, and school newsletters.

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.

Parent meetings are held at various times during the day and evenings so that working parents' schedules may be accommodated. A parent involvement team meets to discuss needs and goals with administration. Parent surveys are evaluated to aide in this process. The parent involvement team meets in Fall and late Spring of each year to evaluate needs and goals and to make suggestions for improvement. Funds allocated for parental involvement are used to produce print materials needed for parent meetings, purchase resources needed for parent involvement education and resources, and purchase materials for family fun night.

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.

Forms and letters are sent home in English and Spanish. Haitian is now also available. Communications are sent home in any language based on request. Home reports detailing the results of state testing for each child are provided to parents. Parent conferences when requested relating to the results are scheduled. When necessary, interpreters attend scheduled meetings. The online resources for some subjects contain a Spanish version of texts to aide parents in their understanding of curriculum. Teachers communicate weekly with parents through communication folders, planners, class newsletters, Class Dojo Messenger, Remind 101, and email. The school messenger phone system is used to relay important information to all homes.

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).

to adhere to the School-Parent Compact at the beginning of each school year. The compact is used to communicate and conference with all parties as needed during the school year. Parental communication is documented on the compact. Compacts are maintained by the homeroom teacher.

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

A parent team reviews the CIP and makes suggestions on improvement. Administration, leadership team, and a parent committee meet yearly to review the CIP and school compact. Parents communicate regularly with administration, counselor, and teacher on student achievement. Parents comments help to develop strategies to help students succeed. Parents partner with teachers on reinforcing skills taught in the classroom and on fostering study skills at home to help students be more successful.

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)

The school hosts parent orientation and meet-and-greet at the beginning of each school year. PTO and other volunteer opportunities allow for parents to be involved in the school. Title I meetings, testing information meetings, family fun night, book fairs, 6th grade career day, Read Across America activities, various music programs, and awards programs provide a means for parents, the community, and school staff to be interactive with student education. Special Education meetings, EL meetings, and conferences are held with administration, parents, counselor, and teachers. Testing data and plans for student success are discussed with parents. Parents are provided with INOW codes and Class Dojo codes and are encouraged to use these resources to monitor students grades and classroom behavior.

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)

Teachers communicate with parents through Remind 101 text messenger or Class Dojo Messenger, newsletters, email, school website, weekly planners, and communication folders. Parents are encouraged to regularly check students grades in INOW and to check students classroom behavior in Class Dojo. Planner contracts are established to give students responsibility with the assistance of their parents.

Home reports on state testing is sent home yearly indicating students strengths and weaknesses in each student area. Parent teacher conferences are made available upon request. At meetings, teachers interpret data to parents and make suggestions on ways they can partner with the teacher to improve student academic success. Teachers make supplementary materials available to parents to help them aide students at home.

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)

Office personnel, administration, and staff strive to maintain a positive an open communication with parents. Staff may participate in professional development opportunities. New teachers are mentored with a seasoned teacher, and positive, frequent communication with parents is encouraged. Parents are viewed as equal partners and their input is greatly valued. The parent involvement leadership team works to actively encourage parent and community support in various events at the school yearly. Parents are involved in reviewing the CIP and compacts. Parent suggestions and concerns are used to develop classroom plans and strategies to help students succeed. Regular communication is made between parents and the school to keep parents informed and encourage involvement. Through various school communications, parent meetings, progress reports, and conferences, parents are informed and given the opportunity to actively participate along with the teacher to create an avenue that helps their student to become academically successful.

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)

Special Education staff work closely with administration and teachers on the creation of IEP's and the implementation of these plans. Parents are invited to attend all meetings pertaining to their child's plan. Special Education teachers go over goals, plans, and strategies for success with parents. Special Education staff and the general education teachers work together to support students in achieving their goals. Special Education staff and the general education teachers communicate regularly with parents.

An aide works with students on language acquisition skills and provides them with academic supports. Teachers are provided ACCESS scores and strategies for helping EL students succeed in the classroom. Parents are provided with ACCESS reports on their children. Interpreters are provided to help parents understand scores and suggestions are given to increase student achievement. Migrant tutoring is made available to students.

The school system has a Community Learning Center that periodically offers classes and meetings on various topics to assist parents in areas involved in their student's educational process.

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)

Scheduled events and other important information are sent home to parents in Spanish and in English weekly with each student in a communication folder. Communications are sent home in any language based on request. A translator is provided at orientation and at parent meetings.

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)

Conferences are scheduled at times that accommodate parent's schedules with administrators, counselor, teachers, and when necessary, a translator present. Important school communications are sent home in English and Spanish, and in any language based on request. Parent involvement is encouraged through Parent Teacher Organization and activities throughout the year. Teachers regularly communicate with parents on academic successes, needs, and other important information. Teachers provide parents with supplemental resources to help parents aide students at home in reinforcing academic content.

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.

Important information is distributed in English and Spanish. Communications are send home in any language upon request. The school is handicapped accessible. Interpreters are provided upon request at conferences and meetings.