



ACIP

Charles F. Hard Elementary School

Bessemer City Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Charles F. Hard Elementary School is located close to the downtown area of Bessemer, Alabama. The school serves several communities which includes four low-income public housing communities within the south eastern area of Bessemer. The school is centrally located within an area in which two steel plants along with a railroad station were built. In addition to the aforementioned points of interest, several churches are located within a one mile radius. Downtown Bessemer along with the Bright Star Restaurant, Alabama Splash Adventure Water Park, Jefferson County Courthouse, Bessemer City Hall, Bessemer Area Chamber of Commerce, as well as other restaurants, grocery stores, and boutiques are located within a one to six mile radius.

Charles F. Hard Elementary population is comprised of a small fraction of the city of Bessemer's total citizenship which is approximately 27,289. Bessemer is a part of the larger Jefferson County area with an inclusive population of nearly 660,000. Bessemer is north of Tuscaloosa and south of Birmingham, Alabama. It has been classified as a part of the metropolitan Birmingham.

During the Spring of 2017, Charles F. Hard Elementary School was awarded three grants. We are proud to proclaim that we are a "Leader in Me" school. We were awarded a four year old kindergarten classroom as well as inherited an established four year old kindergarten classroom. Lastly, our school was grandfathered into the Alabama Math and Science Initiative.

During the fall of 2016, Charles F. Hard Elementary received a waiver from the Alabama State Department of Education to provide school bus transportation for its students based on its location. According to the local education agency zoning committee, all students within a two mile radius of their zoned school do not have access to public school transportation offered by the school district. However, Charles F. Hard is surrounded by active railroad tracks in addition to having limited sidewalks which hinders safe travels for students who are walking to and from school. Prior to this transition, the district level administrators, building administrator, chief of police, and the railroad company worked to ensure that train traffic is limited before and after school when walking is prevalent. Although buses are in full operation, there are some families who opt for walking as a means of transition. Thus, a crossing guard is stationed at the train track before and after school to increase safety. Faculty and staff members are stationed in areas to supervise a safe transition. Additionally, a police officer is positioned before and after school when walking traffic increases.

Charles F. Hard Elementary completes an annual registration process which is outlined according to local and state guidelines. Our school serves two pre-kindergarten classes, two Head Start classes, and kindergarten through fifth grade students. Based on our current enrollment for Pre-Kindergarten - 4 through fifth grade, we have a total of 356 students which includes 190 African-American males, 1 White male, 3 Other males, 155 African-American females, 2 Other females, 3 Hispanic males and 2 Hispanic females.

As it relates to the Head Start or Jefferson County Committee for Economic Opportunity (JCCEO) program, there are not any guidelines governing attendance zoning for pre-school students. Therefore, students who live throughout the Jefferson County area may attend if their parents meet the requirements that govern the program. All students are required to be between the ages of 3 - 4 years old.

Charles F. Hard Elementary is classified as a Title I school with 96% of our students qualifying for free or reduced lunch. Charles F. Hard is governed by federal, state and local policies. We have a principal, counselor, Alabama Reading Initiative coach, instructional math coach,
SY 2017-2018

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Charles F. Hard Elementary School

media specialist, 16 general education classroom teachers, one special education teacher, one physical education teacher, a technology teacher, an attendance as well as an administrative secretary, three paraprofessionals, three custodians, five child nutrition workers, full-time nurse, two lead auxiliary pre-school teachers, two OSR auxiliary teachers, part-time gifted education teacher and a part-time speech/language pathologist.

Charles F. Hard Elementary seeks to offer after school activities as an extension to our general education curriculum. Our staff has partnered with Boy Scouts of America and Girl Scouts of Central Alabama. Both organizations extend in-school as well as after school activities to promote leadership and character building skills. Additionally, we offer Hardwired robotics, chess, the National Elementary School Honor Society, student government association, Ram Ambassadors, The League of Extraordinary Gentlemen (male mentor program for third through fifth grade), cultural dancers, cheerleading, color guard, and basketball. We proudly uphold our motto where we "Believe, Achieve, Succeed". Thus, our stakeholders embrace the concept that academics plus extracurricular activities enhance the overall success of students.

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.

The purpose of Charles F. Hard Elementary School is to provide students with a safe secure environment, and learning opportunities that nurture the academic growth of the whole child in preparation for tomorrow's world. All internal and external stakeholders collaboratively work together to create a nurturing environment in which children become life-long learners. We seek to promote a challenging learning environment that fosters student success through age-appropriate instruction which allows for individual differences and learning styles. With support of parents, community and a dedicated staff, we expect every child to reach his or her maximum potential socially, emotionally and intellectually.

All stakeholders collaborate on a continuous basis to seek and employ best practices to improve achievement of all students. Our students are expected to follow our school-wide discipline plan, which promotes positive behavior. Our incentive program encourages positive behavior among the student body and instills positive life skills. Combined with the coordinated efforts of our counselor, individual and small group sessions are offered to students who require additional behavioral support that impedes learning in the general education setting.

In order to offer learning opportunities beyond the classroom, our students receive courses in computer technology, character education, and flexible as well as scheduled library media time. We offer scheduled intervention time for students who need additional assistance in reading and/or mathematics. One hour and fifteen minutes of planning are embedded into the master schedule three days per week and forty-five minutes two days per week in order for our teachers to effectively plan and prepare lessons, review instructional strategies, create common assessments, and review student data.

We participate in the Positive Behavior System (PBS) which reinforces desired behaviors in structured and unstructured settings. We offer summer enrichment for three weeks as well as after-school tutoring for two days per week. In addition, we offer a supper program three days per week in which students receive hot meals after school while receiving assistance with homework (free of charge). Students are allowed to eat breakfast and lunch at no cost due to a district grant.

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.

Charles F. Hard Elementary School, prior to fiscal year 2018, used the ACT Aspire in grades three through five; however, the data is utilized by our faculty to make informed instructional decisions. Additionally, DIBELS is administered to kindergarten through third grade for benchmarking and progress monitoring. Scantron Performance Series is also utilized in grades kindergarten through fifth to monitor student progress. ACCESS 2.0 data is used to determine the present level of performance for our students who have been identified as English as a second language. Our school adopted SPIRE as an intervention for all kindergarten through second grade. SPIRE targets a detailed assessment for the five components of reading in order to intervene within the areas of concern. Additionally, we also use benchmark tests and progress monitoring tools from our adopted reading and math series. We also use teacher-made assessments, observations, and anecdotal records.

Our teachers also conduct an item analysis after each Benchmark test. These analyses assist with identifying problem areas for students and areas in which they have the most success. We analyze these results in our individual and grade level data meetings in order to identify instructional methods/strategies needed to improve student achievement in all subject areas. Bi-weekly grade level meetings are held to monitor progress and to discuss strategies used in our classrooms. We are a data-driven school and we have regular scheduled data meetings with the principal, teachers, and reading/math coaches to review most current data and to discuss the progress of our students. We carefully track the students and monitor them to ensure they are making adequate progress. We adjust instruction and set goals for those students in need of additional help and for those who need more challenging work. Each classroom has a chart posted with goals for each grade level. This tool informs students of expectations and holds them accountable for goal-setting, which allows them to chart/graph their own progress. WIDA standards are posted in every classroom and they are imbedded in the lesson plans for those who serve EL students. Parents are given the opportunity to have their children attend our after-school tutoring program.

Charles F. Hard staff believes that every student can be successful. Our staff strives to help students reach their full potential academically, socially and emotionally. To accomplish these goals, we work collaboratively with one another, students, parents and community partners. We are dedicated to fostering life-long learners and productive citizens. In addition to these areas of focus, students are offered a variety of extracurricular activities such as girl scouts, boy scouts, cheerleading, dance, student government association, Ram Ambassadors, League of Extraordinary Gentlemen (male mentor program), color guard, basketball (girls & boys), and robotics.

A Parent Involvement Team comprised of parents and faculty representatives assists in the decision making about topics to be addressed in an effort to support parent/students, during the school year.

After reviewing our student data, future challenges for Charles F. Hard include:

- Providing Professional Development for teachers to engage students in a challenging curriculum based on College and Career Ready Standards
- Preparing students for the 21st century using a challenging curriculum based on College and Career Ready Standards
- Increasing Parent Involvement to maximize student achievement, while expanding our impact on the community
- Expand the role of faculty and staff to provide a collaborative structured network to achieve desired goals

Charles F. Hard Elementary school has a highly qualified staff of certified professionals who are committed to student achievement. Currently, 36% of the teaching staff holds a bachelor's degree only, while 28% has a master's, 28% earned an education specialist degree, and 8% earned doctoral degrees. National Board Certified Teachers make up 17% of the instructional staff. We consider ourselves lifelong learners continuously seeking new knowledge to build our capacity as teachers.

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--Renovation Project

Charles F. Hard has completed a \$5 million dollar construction and renovation project. Our 10,000 square ft. newly renovated wing boasts an administrative suite, counselor's office, state of the art media center, computer lab and cafeteria. This new facility provides our students and staff with a safer and more secure environment which is aligned with our mission statement and the guidelines of our School Safety Plan.

Recently central air has been installed in the gymnasium; fencing has been added to the perimeter of the campus to ensure safety; a flag pole has been installed near the main entrance; and an electronic marquee has been added.

Our principal was recognized by the Bessemer Reading Council as an outstanding administrator for fiscal year 2017.

--Recognition of Accountability Verification and Excellence Award (RAVE)

The RAVE is a continuous improvement document that gives a school counseling program and an opportunity to demonstrate effective communication and commitment to implementing an outcome based data driven program. Modeled after the Comprehension Counseling and Guidance Model for Alabama Public Schools, Recognition of Accountability Verification and Excellence Award (RAVE) has been developed by an advisory group of Alabama school counselors, counselor educators, system/district supervisors and the Alabama Department of Education. Our counselor, along with the support of the principal and staff was awarded the Bronze, Silver and Gold RAVE Awards.

--Positive Behavior Support (PBS)

C. F. Hard has implemented the PBS program for the last four years. It has made a definite impact on the daily decisions our students make. Through the PBS program, our school has recognized and rewarded those students who have made positive academic and social choices at school. While the program has caused a decrease in tardies, absentees and misbehaviors, it has caused an increase in classroom management and student learning.

--Technology

The school is equipped with 186 computers, 7 Mac Book laptops, 9 Dell laptops, 27 printers, 19 e beams, 19 LCD Projectors, 24 iPads, 164 Nooks, 8 Elmo's and 2 Promethean boards. Additionally, each of our second as well as third grade students have one to one access to tablets.

---Two additional computer labs were added.

---The first grade unit acquired 6 Kindle Fire tablets.

The district has adopted the One to One Computer Initiative that provides laptops to all teachers and students in grades three through five.

--The school was chosen out of 100 schools to participate in the Expedition program that governs virtual reality education.

--Grants

The kindergarten department received new classroom furniture to enhance teaching and learning

Additional Information

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

Charles F. Hard was renovated during the 2015 fiscal year. Built in 1956, our school was in need of numerous upgrades. Construction and renovation on the new addition to our campus included numerous upgrades and a more modern facility. Our families are a part of School Cast, which is a system to alert parents by text, email and phone calls of school events, safety concerns and inclement weather issues on campus. The message is delivered in both English and Spanish. The staff of Charles F. Hard Elementary has worked collaboratively with more than thirty relevant external stakeholders to ensure that our students have the academic, behavioral, and physical support needed to be successful during the school day. Our Pre-K Program through JCCEO Head Start provides planned family enrichment workshops each month. Topics include: preschool curriculum, early literacy, active parenting, kindergarten readiness, child nutrition, and community support services. Parents are encouraged to attend workshops and volunteer in the classroom. Our faculty and staff members are highly qualified for the positions in which they hold. We have two certified faculty members who hold doctoral degrees. Seven who have earned education specialist degrees. Seven who hold masters and nine with bachelor's degrees. Each of our paraprofessionals as well as secretaries have a minimum of two years of college. All of our staff participate in job embedded professional development in order to increase student performance.

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.

All faculty members of Charles F. Hard Elementary School were involved in the development of the Continuous Improvement Plan. May of 2017, the principal presented the ACT Aspire data results to the school leadership team. As a team, we analyzed the data, indicated the strengths and areas of concern and developed our school wide improvement goals. This information was presented to the staff during the first faculty meeting. We celebrated our growth and discussed next steps. Additionally, as a part of our school improvement process, feedback from staff, teachers, parents, and students were analyzed to determine the perception of the school. At the beginning of the school year, we met with relevant stakeholders to discuss potential goals, objectives, action steps and strategies and activities. Throughout the school year, we will continue to meet with stakeholders to discuss progress towards reaching school wide goals. Stakeholders are informed of their roles prior to meeting in order to develop activities and strategies to accomplish school improvement goals. School Improvement meetings are scheduled during the school day as well as after school to accommodate all stakeholders.

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

The school improvement team is comprised of parents, community leaders, business partners, school board members, central office staff, teachers and administrators. The leadership team worked with teachers to collect ACT Aspire, Scantron, and GoMath data for the last school year. Team members identified academic strengths and weaknesses that led to targeting specific learning goals. Additionally, team members developed strategies and action plans based on the targeted learning goals. Administration collaborated with community partners, city officials and parents to gain input and support.

The following stakeholders were involved in the development of the Continuous Improvement Plan: Principal, LaKeshya George: facilitates the development of the Continuous Improvement Plan, interprets and presents data to staff, parents, and central office personnel in order to collectively sets goals as well as organize and monitor improvement strategies.

Leadership Team, LaTesa Sanders, Yolanda Williams, Andrea Kirk-Cook, Katherine Thomas, Carolyn Miller, and Mekko Williams: prepares the Continuous Improvement Plan present findings to staff in order to draft goals, organize and implement improvement strategies. Teachers Janice Culpepper and Antwarnikkie Lewis collect data, identify strengths and areas of concerns, set goals, and implement improvement strategies. Latoya Dill, Phyllis Brown, David Self, and Captain Carlton Jackson provided feedback as representatives for the community. Parent representatives, Melissa Martin, Tarsha Wynn-Scott, Nakita Williams, and Laquita Williams. Student representatives, Zymphony Ortega, TiNyra Martin and Aniya Nevels provided feedback based on observational, student engagement and data results.

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

The final Continuous Improvement Plan was communicated to stakeholders during an annual parent meeting. Additionally, the Continuous Improvement plan will be revisited during Open House, and Parent Teacher Association meetings. The principal will present the plan and

explain how it connects with what their child does everyday. The leadership team will present the final plan to teachers during unit and faculty meetings. Since the plan is connected to teaching and learning the leadership team will also revisit the plan during reading and math professional development sessions. Throughout the course of the year stakeholders will be able to view the plan on our school's website. Teachers will meet with the principal and leadership team once every nine-week period to discuss our progress towards reaching school-wide goals. The goals, action steps, and strategies will also remain as a central focus during parent conferences.

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		

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

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

Areas of Notable Achievement

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

The following areas were above the expected level of performance as measured by the Performance Series Assessment:

Reading Foundation

Phonics: Kindergarten 14%, First Grade 6%

Phonological Awareness: Kindergarten 10%, First Grade 5%

Text Comprehension: Kindergarten 11%, Second Grade 6%

Vocabulary: Kindergarten 8%, First Grade 2%,

Reading

Fiction: Second Grade 9%, Fourth Grade 19%, Fifth Grade 5%

Long Passage: Second Grade 7%, Fourth Grade 16%, Fifth Grade 10%

Nonfiction: Second Grade 7%, Third Grade 5%, Fourth Grade 15%, Fifth Grade 8%

Vocabulary: Second Grade 8%, Fourth Grade 5%

Math

Algebra: Kindergarten 18%, Second Grade 4%, Fourth Grade 17%, Fifth Grade 27%

Data Analysis and Probability: Kindergarten 22%, First Grade 1%, Second 5%, Fourth Grade 3%, Fifth Grade 16%

Geometry: Kindergarten 15%, Second Grade 4%, Fourth Grade %, Fifth Grade 13%

Measurement: Kindergarten 12%, First Grade 10%, Second Grade 8%, Fifth 11%

Number and Operation: Kindergarten 18%, Second Grade 4%, Fourth Grade 8%, Fifth Grade 3%

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

There was a positive trend between the Fall 2016 and Spring 2017 testing period on the reading performance series in the following areas:

Reading Foundation

Kindergarten: Phonics 49%, Phonological Awareness 36%, Text Comprehension 26%, Vocabulary 51%

First Grade: Phonics 50%, Phonological Awareness 50%, Text Comprehension 29%, Vocabulary 38%

Second Grade: Phonics 18%, Text Comprehension 16%

Reading

Second Grade: Fiction 30%, Long Passage 34%, Non-Fiction 25%, Vocabulary 31%

Third Grade: Fiction 6%, Long Passage 1%, Non-Fiction 8%, Vocabulary 8%

Fourth Grade: Fiction 9%, Non-Fiction 12%, Vocabulary 8%

Fifth Grade: Non-Fiction 3%, Vocabulary 2%

Math

Kindergarten: Algebra 40%, Geometry 34%, Measurement 12%, Number and Operation 41%

First Grade: Algebra 58%, Data Analysis and Probability 17%, Geometry 26%, Measurement 42%,

Second Grade: Algebra 24%, Data Analysis and Probability 36%, Geometry 36%, Number and Operations 9%,

Third Grade: Algebra 19%, Data Analysis and Probability 37%, Geometry 44%, Measurement 7%, Number and Operations 25%,

Fourth Grade: Data Analysis and Probability 18%, Geometry 9%, Measurement 40%, Number and Operations 1%,

Fifth Grade: Geometry 17%, Measurement 36%, Number and Operations 17%,

There was a positive trend between the Spring 2016 and Spring 2017 testing period on the performance series assessment in the following areas:

Kindergarten: Reading, Math

First Grade: Reading

Second Grade: Reading, Math

Third Grade: Math

Fourth Grade: Reading, Math

Fifth: Math, Reading

There was a positive trend in proficiency for grades fourth and fifth in reading and math as measured on the ACT Aspire assessment.

Which area(s) indicate the overall highest performance?

The highest performance areas for the Performance Series assessment are as follows:

Kindergarten: Phonics, Geometry, Number and Operations

First Grade: Phonics, Measurement

Second Grade: Fiction, Vocabulary, Measurement

Third Grade: Non-Fiction, Long Passage, Number and Operation

Fourth Grade: Fiction, Long Passage, Algebra

Fifth Grade: Long Passage, Algebra

The highest performance areas for the 2017 ACT Aspire assessment are:

Third Grade: Intergration of Knowlegde and Ideas, Number and Operations in Base Ten

Fourth Grade: Key Ideas and Details, Intergration of Knowledge and Ideas, Number and Operations in Base Ten

Fifth Grade: Intergation of Knowledge and Ideas, Operations and Algebraic Thinking, Justification and Explanation

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

The following subgroups show a trend towards increasing performance:

Reading

Fourth Grade: Male

Fourth Grade: Female

Fifth Grade: Female

Math

Third Grade: Male

Third Grade: Female

Fourth Grade: Male

Fourth Grade: Female

Fifth Grade: Male

Fifth Grade: Female

Science

Fifth Grade: Female

Between which subgroups is the achievement gap closing?

The achievement gap is closing between the female subgroup in 5th grade science.

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

N/A

Areas in Need of Improvement

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

The following areas were below the expected level of performance as measured by the Performance Series assessment:

First Grade: Text Comprehension 1%

Second Grade: Phonics 2%,

Third Grade: Fiction 1%, Long Passage 1%, Vocabulary -7%

Fifth Grade: Vocabulary 3%

The following areas were below the expected level of performance as measured by the DIBELS assessment:

Kindergarten: Letter Naming Fluency 20%, Nonsense Word Fluency (CLS) 11%, Nonsense Word Fluency (WWR) 5%

First Grade: Nonsense Word Fluency (CLS) 8%, Nonsense Word Fluency (WWR) 6%, Oral Reading Fluency 6%

Second Grade: Oral Reading Fluency 23%

Third Grade: Oral Reading Fluency 40%

Math:

First Grade: Algebra 5%, Geometry 2%, Number and Operation 4%

Third Grade: Algebra -12%, Data Analysis and Probability -2%, Geometry -9%, Measurement 4%, Number and Operation -9%

In third grade, there were 86% of students in Reading and 77% of students in Math who were below the expected levels of performance as measured by the ACT Aspire assessment.

In fourth grade, there were 84% of students in Reading and 80% of students in Math who were below the expected levels of performance as measured by the ACT Aspire assessment.

In fifth grade, there were 87% of students in Reading and 83% of students in Math who were below the expected levels of performance as measured by the ACT Aspire assessment.

All of the areas in science for the ACT Aspire were below the expected levels of performance.

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

There was a negative trend between the Fall 2016 and Spring 2017 testing period on the reading performance series assessment in the following areas:

Reading

Fourth grade: Long Passage

Fifth Grade: Fiction and Long Passage

There was a negative trend between the Spring 2016 and Spring 2017 testing period on the DIBELS assessment in the following areas:

Kindergarten: Letter Naming Fluency, Nonsense Word Fluency (CLS), Nonsense Word Fluency (WWR)

First Grade: Nonsense Word Fluency (CLS), Nonsense Word Fluency (WWR), Oral Reading Fluency

Second Grade: Oral Reading Fluency

Math

First Grade: Number and Operation

Fourth Grade: Algebra

There was a negative trend between the Spring 2016 and Spring 2017 testing period on the performance series in the following areas:

First Grade: Math

Third Grade: Math

There was a negative trend on the ACT Aspire assessment in the following areas:

Third Grade: Reading, Math

Which area(s) indicate the overall lowest performance?

The overall lowest performance areas as measured by the Performance Series assessment are as follows:

Kindergarten: Phonological Awareness, Algebra

First Grade: Text Comprehension, Data Analysis and Probability

Second Grade: Non-Fiction, Data Analysis and Probability

Third Grade: Vocabulary, Data Analysis and Probability

Fourth Grade: Non-Fiction, Data Analysis and Probability

Fifth Grade: Vocabulary, Measurement

The overall lowest performance areas as measured by the DIBELS assessment are as follows:

Kindergarten: Nonsense Word Fluency (WWR)

First Grade: Nonsense Word Fluency (WWR), Oral Reading Fluency

Second Grade: Oral Reading Fluency

Third Grade: Oral Reading Fluency

The lowest performance areas for the Spring 2017 ACT Aspire assessment are as follows:

Third: Key Ideas and Details, Operations and Algebraic Thinking, Intergrating Essential Skills

Fourth: Craft and Structure, Number and Operation-Fractions, Intergrating Essential Skills

Fifth: Key Ideas and Details, Craft and Structure, Integrating Essential Skills, Measurement and Data, Number and Operations-Fractions, Interpretation of Data, Scientific Investigation and Evaluation of Models/Inferences/Experimental and Results

The percentage of mastery for 5th grade science was the same in each area.

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

The males show a trend toward decreasing performance in 5th grade science.

Between which subgroups is the achievement gap becoming greater?

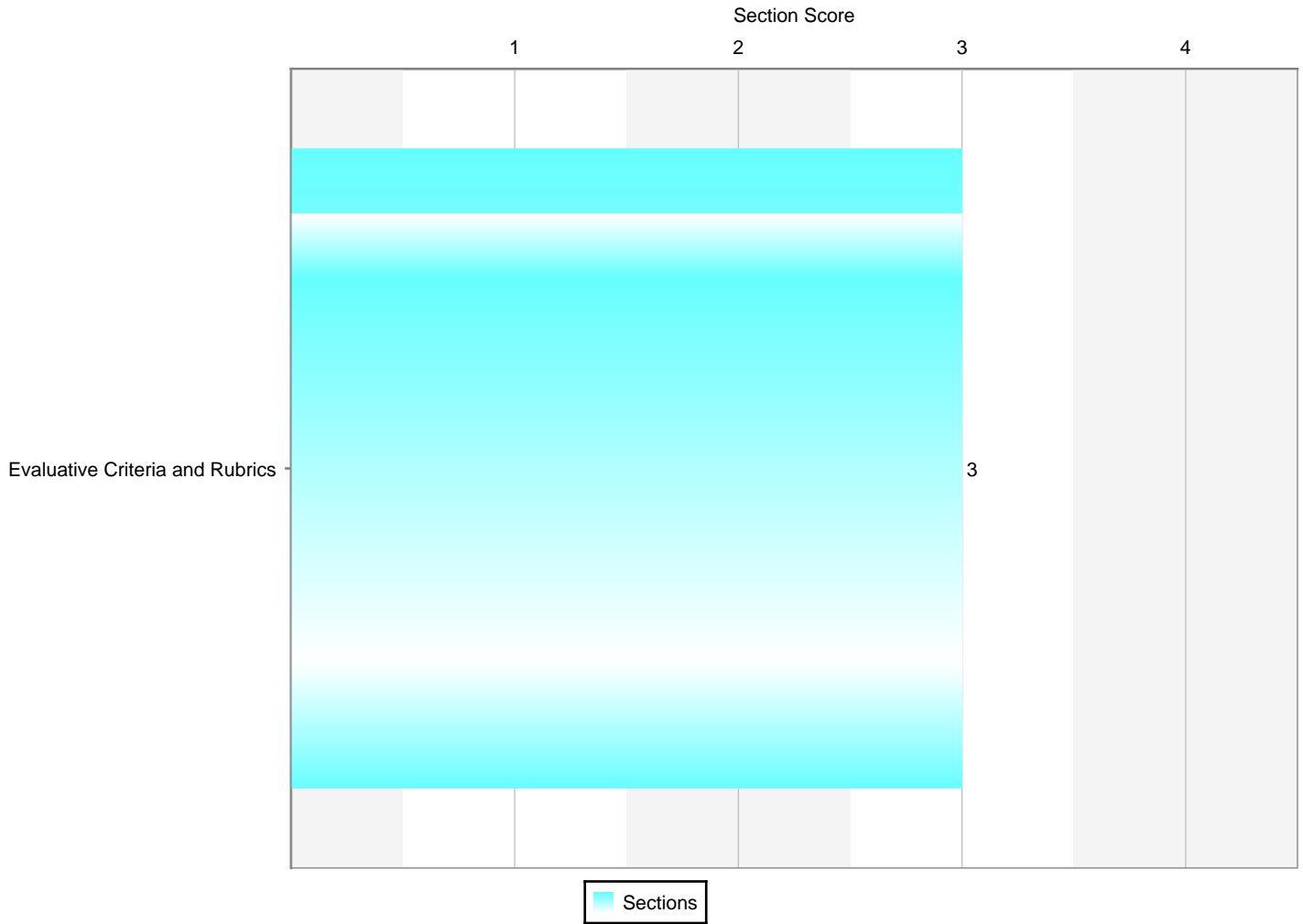
The achievement gap is becoming greater in the male subgroup for 5th grade science.

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

N/A

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

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		Discrimination

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	Yolanda D. Williams, Counselor 2801 Arlington Avenue Bessemer, AL 35023	Non-discrimination

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parent Involvement

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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		Compact Compact

2017 - 2018 Charles F. Hard Elementary School Improvement Plan

Overview

Plan Name

2017 - 2018 Charles F. Hard Elementary School Improvement Plan

Plan Description

The faculty and staff of Charles F. Hard Elementary conducted an analysis of state and district assessments. The analysis revealed strengths and weaknesses in student performance, which provides the basis for school-wide improvement goals. Additionally, the leadership team works with teachers to improve teaching and learning in each classroom. At the heart of the school improvement process is learning for each and every student.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$0
2	Promote student growth and parent involvement through system support services.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

Measurable Objective 1:

5% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a behavior that shows that they have mastered the college and career readiness standards in Reading by 05/31/2018 as measured by Scantron Performance Series.

Strategy 1:

Close Reading - Step 1: First Read

FOCUS: KEY IDEAS AND DETAILS (Determine what the text says)

Depending on the text complexity and the readers, the first read may be done independently, as a read aloud/think aloud, paired or shared reading. The first read should be without building background; students should be integrating their background knowledge with the text as they read. Focus on the key ideas and details in the text, making sure that readers know the main idea, story elements, or key details that the author includes.

Following the first read, have students Think-Pair-Share to assess what they have gleaned from the text. Listen in on students as they share, you can determine the focus of the next steps.

Step 2: Second Read

FOCUS: Craft and Structure (Figure out how the text works)

For a second, close read, reread the selected text. Explore the text for deeper understanding. Use the close read questions provided in Reading Street as a guide and/or include teacher made questions. After rereading, students discuss the text with partners or in small groups, focusing on the author's craft and organizational patterns. This may include vocabulary choices, text structure or text features that they author included.

Use a text dependent question to focus or set a purpose for a close rereading. Students may use post-it notes to mark portions of the text that will aide in citing text based evidence. After students share with partners or in small groups, using numbered heads have groups share out with entire class.

Step 3: Third Read

FOCUS: Integration of Knowledge and Ideas (Analyze and compare text)

The third close reading of a text should go even deeper, requiring students to synthesize and analyze information from several texts or media. They may record their

ideas on sticky notes, graphic organizer, or a thinking sheet.

Have students journal a response to a text dependent question. Focus the discussion on text evidence.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Beers,K. (2003), When kids can't read what teachers can do. Portsmouth: Heinemann.

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	<p>Direct Instruction</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Adminstrator Reading Specialist Teachers</p>

Strategy 2:

- Phonics Instruction - Begin the lesson with a short phonemic awareness warm-up activity.
- Focus on the new correspondence by stating, explaining, and modeling how to decode and spell words.
- Have children practice blending words using the correspondence that is being studied that day.
- Have children practice spelling words using the correspondence that is being studied that day.
- Have children practice using the new correspondence through connected writing activities (dictation and composition).
- Give opportunities to apply the day's lesson by reading decodable text.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001).

Put Reading First: The Research Building Blocks for Teaching Children to Read (N/A).

Washington, DC: U.S. Government Printing Office.

Activity - Multisensory Phonics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Charles F. Hard Elementary School

<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	Direct Instruction	08/07/2017	05/24/2018	\$0	Title I Part A	Adminstrator Reading Specialist Teachers
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Strategy 3:

Fluency Instruction - Tell what fluent reading is using the “What Fluent Readers Do” chart.

Model: Provide an example of what fluent reading is and what it is not.

Scaffold the lesson: I do, We do, You do

Complete each step at the phrase, sentence and text levels. Provide corrective feedback as needed.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001).

Put Reading First: The Research Building Blocks for Teaching Children to Read (N/A).

Washington, DC: U.S. Government Printing Office.

Activity - Fluency Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	Direct Instruction	08/07/2017	05/24/2018	\$0	Title I Part A	Administrator Reading Specialist Teachers

Measurable Objective 2:

5% of All Students will demonstrate a proficiency in reasoning in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

Strategy 1:

Number Sense - Number sense is the building block for all of the domains and the key to understanding mathematics. Students with a great sense of numbers are able to successfully work with place value, compose and decompose numbers, understand how addition, subtraction, multiplication, division, and properties of mathematics work. Students will participate in weekly counting collections. This experience will help develop students' concepts of counting, quantity, and the base-ten system.

ACIP

Charles F. Hard Elementary School

The students are given items and without further instruction, they are asked to begin counting their items. The teacher circulates and observes how the students count and record their thinking. All students can use anchor charts to help guide their counting and sentence stems to help record their thinking. All students will be provided ample opportunities to use their math journals to explain their mathematical thinking throughout the day. Students will also increase their sense of numbers by engaging in Number Talks, which allows them to mentally solve problems. During a Number Talk, it is the teacher's job to encourage students to share their solution strategies, ask questions to clarify understanding and record students' strategies for the whole group to see. Number talks require students to explain their solution strategies, convince others that their strategy works, and listen to and pose questions about strategies of others.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Parrish, S. (2010). Number talks: Helping children build mental math and computation strategies, grades K-5. Sausalito, CA: Math Solutions.

Research Cited: Sherry D. Parrish. "Number Talks Build Numerical Reasoning." Teaching Children Mathematics October 2011.

Research Cited: Shumway, Jessica F. (2011). Number Sense Routines. Portland, Maine: Stenhouse Publishers.

Research Cited: Kern Schewerdtfeger, Julie and Chan, Angela. "Counting Collections." Teaching Children Mathematics March 2007.

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Number Talks. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (reken reks, dot images, and anchor charts).	Direct Instruction	08/07/2017	05/24/2018	\$0	Title I Part A	Administration Instructional Coach Teachers

Activity - Math Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Math Journals. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (anchor charts, graphs, rulers, and manipulatives).	Direct Instruction	08/07/2017	05/24/2018	\$0	Title I Part A	Administration Instructional Coach Teachers

Activity - Counting Collections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Counting Collections. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (ten frames, hunderds charts, number lines/paths, cubes, blocks, coins, and partners).	Direct Instruction	08/07/2017	05/24/2018	\$0	Title I Part A	Administration Instructional Coach Teachers

Goal 2: Promote student growth and parent involvement through system support services.

Measurable Objective 1:

collaborate to increase active parent participation by 05/24/2018 as measured by as measured by signature sheets for events from a baseline of less than 3% to 5%.

Strategy 1:

Parent Engagement - Parent Engagement - The faculty and staff in conjunction with district level personnel will provide ample opportunities for parents to be involved in school related activities that impact student achievement. To improve participation, the faculty will provide one meeting per semester in the community. The faculty and staff will provide means of communication to parents in order to inform them about all programs, meetings, and events. The school will send communication to churches within the community as well as the radio station in order to heighten awareness about upcoming events. The school will alternate times for programs, meetings and/or conferences in order to accommodate barriers that may prevent parents from being involved.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Epstein, J. L., et al. (2009). School, family, and community partnerships: Your handbook for action, second edition. Thousand Oaks, CA: Corwin Press. Also see: www.partnershipschoools.org.

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Charles F. Hard Elementary School

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The faculty and staff will continue to create a welcoming school climate. Additionally, the faculty and staff will continue to provide effective school-to-home and home-to-school communication. The faculty and staff will engage families in school planning and volunteer programs. The principal has teachers to make personal contacts with families through e-mail or telephone calls within the first two weeks of school. The school held a meet and greet prior to school opening, at which families can meet their children's teachers, tour the school building and meet other parents. The school will have an open house within the first month of school. The counselor in conjunction with the parental involvement coordinator will provide workshops and materials for parents on academic and behavioral development. The faculty will provide printed information for parents on homework policies and on monitoring and supporting student work at home. Teachers will send home folders of student work on a weekly basis for parent review and comment. The principal will communicate school policies to all families in their home language. The faculty and staff will create a suggestion or comment box (electronic and onsite) for families to anonymously provide their questions, concerns, and recommendations. The faculty will also provide training and materials for parents on how to improve children's study skills or learning in various academic subjects. The faculty and staff will create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., curriculum, continuous improvement, or school safety).</p>	Parent Involvement	08/07/2017	05/24/2018	\$0	Title I Part A	All faculty and staff plus central office personnel in the parental involvement division are responsible

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

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

Charles F. Hard Elementary School

<p>Close Reading</p>	<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	<p>Direct Instruction</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0</p>	<p>Adminstrator Reading Specialist Teachers</p>
<p>Math Journals</p>	<p>Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Math Journals. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (anchor charts, graphs, rulers, and manipulatives).</p>	<p>Direct Instruction</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0</p>	<p>Administration Instructional Coach Teachers</p>

ACIP

Charles F. Hard Elementary School

<p>Number Talks</p>	<p>Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Number Talks. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (reken reks, dot images, and anchor charts).</p>	<p>Direct Instruction</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0</p>	<p>Administration Instructional Coach Teachers</p>
<p>Fluency Instruction</p>	<p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	<p>Direct Instruction</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0</p>	<p>Administrator Reading Specialist Teachers</p>

ACIP

Charles F. Hard Elementary School

<p>Multisensory Phonics Instruction</p>	<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	<p>Direct Instruction</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0</p>	<p>Adminrator Reading Specialist Teachers</p>
<p>Counting Collections</p>	<p>Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Counting Collections. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (ten frames, hunderds charts, number lines/paths, cubes, blocks, coins, and partners).</p>	<p>Direct Instruction</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0</p>	<p>Administration Instructional Coach Teachers</p>

ACIP

Charles F. Hard Elementary School

<p>Parent Engagement</p>	<p>The faculty and staff will continue to create a welcoming school climate. Additionally, the faculty and staff will continue to provide effective school- to-home and home-to-school communication. The faculty and staff will engage families in school planning and volunteer programs. The principal has teachers to make personal contacts with families through e-mail or telephone calls within the first two weeks of school. The school held a meet and greet prior to school opening, at which families can meet their children's teachers, tour the school building and meet other parents. The school will have an open house within the first month of school. The counselor in conjunction with the parental involvement coordinator will provide workshops and materials for parents on academic and behavioral development. The faculty will provide printed information for parents on homework policies and on monitoring and supporting student work at home. Teachers will send home folders of student work on a weekly basis for parent review and comment. The principal will communicate school policies to all families in their home language. The faculty and staff will create a suggestion or comment box (electronic and onsite) for families to anonymously provide their questions, concerns, and recommendations. The faculty will also provide training and materials for parents on how to improve children's study skills or learning in various academic subjects. The faculty and staff will create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., curriculum, continuous improvement, or school safety).</p>	<p>Parent Involvement</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0</p>	<p>All faculty and staff plus central office personnel in the parental involvement division are responsible</p>
<p>Total</p>					<p>\$0</p>	

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		

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

Staff Survey Results

The two highest levels of satisfaction or approval were:

Standard 1: Purpose and Direction (Average Score: 4:36)

Standard 5: Using Results for Continuous Improvement (Average Score: 4:34)

Survey results were also analyzed by indicator, in order to define more specific areas of strengths. The two highest indicators for the staff survey were:

Indicator 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level (Average Score: 4.5)

Indicator 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders (Average Score: 4.39)

Parent Survey Results

The two highest levels of satisfaction of approval were:

Standard 1: Purpose and Direction (Average Score: 4.60)

Standard 5: Using Results for Continuous Improvement (Average Score: 4.57)

Survey results were also analyzed by indicator, in order to define more specific areas of strengths. The two highest indicators for the staff survey were:

Indicator 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning (Average Score: 4.68)

Indicator 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program (Average Score: 4.60)

Indicator 3.5: Teachers participate in collaborative learning communities to improve instruction and student learning.(Average Score: 4.60)

Student Survey Results (Early Elementary)

The two highest levels of satisfaction of approval were:

Standard 1: Purpose and Direction (Average Score: 2.99)

Standard 5: Using Results for Continuous Improvement (Average Score: 2.96)

Survey results were also analyzed by indicator, in order to define more specific areas of strengths. The two highest indicators for the staff survey were:

Indicator 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise and communicate a school

purpose for student success. (Average Score: 2.99)

Indicator 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs. (Average Score: 2.99)

Student Survey Results (Upper Elementary)

The two highest levels of satisfaction of approval were:

Standard 1: Purpose and Direction (Average Score: 2.95)

Standard 4: Resources and Support Systems (Average Score: 2.88)

Survey results were also analyzed by indicator, in order to define more specific areas of strengths. The two highest indicators for the staff survey were:

Indicator 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level (Average Score: 2.98)

Indicator 4.5: The technology infrastructure supports the school's teaching, learning, and operational needs (Average Score: 2.97)

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

When comparing Spring 2016 survey data to Spring 2017 data the following standards show a trend toward increasing stakeholder satisfaction:

Staff Survey Results:

Standard 1: Purpose and Direction

Standard 2: Governance and Leadership

Standard 3: Teaching and Assessing for Learning

Standard 5: Using Results for Continuous Improvement

Parent Survey Results:

Standard 1: Purpose and Direction

Standard 2: Governance and Leadership

Standard 3: Teaching and Assessing for Learning

Standard 4: Resources and Support Systems

Standard 5: Using Results for Continuous Improvement

Student Survey (Early Elementary):

Standard 3: Teaching and Assessing for Learning

Standard 4: Resources and Support Systems

Standard 5: Using Results for Continuous Improvement

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

Currently, there is insufficient data to report consistent findings from other stakeholder feedback sources.

Areas in Need of Improvement

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

In the 2016-2017 school year, parents, students and staff participated in a stakeholder survey. They responded to questions and/or statements relating to five standards: Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems and Results for Continuous Improvement. The overall lowest level of satisfaction for the standard for each stakeholder is listed below:

Staff:

- Standard 3 - Teaching and Assessing for Learning (4.14)

Students:

Upper Elementary

- Standard 2 Governance and Leadership (2.58)

Early Elementary

- Standard 3 Teaching and Assessing for Learning (2.87)

Parents:

- Standard 2 Governance and Leadership (4.47)

Survey results were also analyzed by indicators to define more specific areas of improvement. Indicator 3.1 (The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level) was denoted as an area of improvement by staff. Indicator 3.8 (The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress) was denoted as an area of improvement by students. Indicator 2.3 (The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively) was denoted as an area of improvement by parents.

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

When comparing Spring 2016 survey data result to Spring 2017 results, the following standards show a trend toward decreasing stakeholder satisfaction:

Early Elementary

- Standard 1: Purpose and Direction

Upper Elementary

- Standard 2: Governance and Leadership
- Standard 3: Teaching and Assessing for Learning
- Standard 5: Using Results for Continuous Improvement

What are the implications for these stakeholder perceptions?

Stakeholder's perception suggest the following areas of concern:

Stakeholder perceptions suggest the following areas of concern:

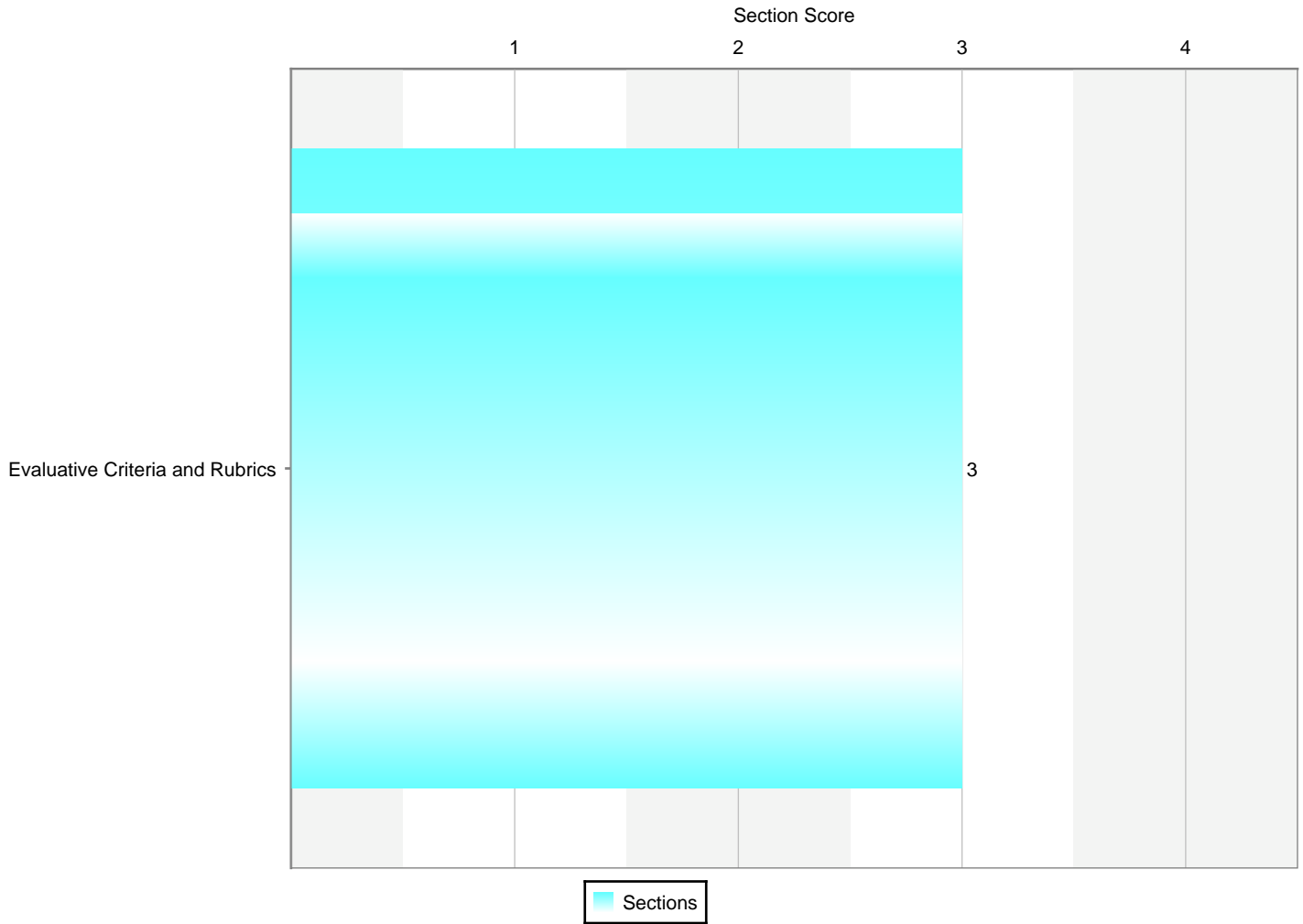
- For Parents - School Involvement is the area of concern with 5.36%
- For Students - Conflict resolution is the area of concern with 28%
- For Staff - Discipline is the area of concern with 23%

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

Currently, there is insufficient data to report consistent findings from other stakeholder feedback sources.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The School Improvement Team has developed our school-wide plan that includes faculty and staff members responsible for implementing our comprehensive school improvement plan. The development of the needs assessment began in May of 2017. The Leadership Team assembled grade level teams to examine DIBELS (K-5), Scantron Performance Series (K-5), ACCESS data, and GoMath (K-5) assessment data results as well as other relevant data to determine school performance. Teachers collaboratively identified three identifiable strengths as well as three critical areas of focus per grade level. The instructional leadership team in conjunction with the teachers identified teaching and student implications. All suggestions and recommendations were reviewed and addressed in developing the plan for the 2017-2018 school year. Our director of curriculum and instruction also reviewed district data in order to identify district goals due to common weaknesses and strengths that impacted each school. Strategies and action steps were developed by the continuous improvement committee to address the needs of each student. The committee, in addition, reviewed survey results from the past three years to determine trends to maintain and/or amend. We worked collaboratively with our district's EL teachers, parents/guardian, and relevant external stakeholders to determine areas of focus.

What were the results of the comprehensive needs assessment?

DEMOGRAPHIC DATA:

For the academic school year of 2016 - 2017 there were 322 students enrolled. Of our 322 students, we have 98% who are African American and 1% who are Hispanic and 1% white. Additionally, there are 9 gifted students and 15 exceptional needs students. We are relatively gender balanced having 171 boys and 151 girls. Our school is classified as Title I. All teachers are highly qualified. We have one principal, a guidance counselor, two instructional coaches, three paraprofessionals, a librarian, and technology teacher.

PERCEPTION DATA:

According to the open-ended responses, 26% of the staff feels that student learning is our focus here at Charles F. Hard Elementary.

According to the open-ended responses, 32% of the parents feel that the teachers have great relationships with the students at Charles F. Hard Elementary.

According to the open-ended responses, 70% of the students feel they are engaged in fun activities as they learn from their teachers at Charles F. Hard Elementary.

What conclusions were drawn from the results?

After reviewing student data during the Leadership Team Retreat, we decided to take the following measures to ensure that all students learn at high levels:

-Our principal established time for collaboration into the contractual day and developed protocols and parameters to guide the work of the teams. All grade level teams will meet weekly to develop instructional solutions through shared responsibility for the outcomes of students. During each meeting, teams will discuss the status, progress and instructional strategies used with students. Additionally teams will plan lessons and develop common formative assessments. The principal, instructional coaches, special education teacher, technology teacher and counselor must be invited to at least two meetings per month and a summary of the meeting should be submitted to the office.

-Instructional coaches will conduct monthly meeting with grade levels to discuss assessment data, instructional strategies, standard-based lessons, intervention plans and how to construct Depth of Knowledge Level 3 questions.

-Faculty meeting was restructured in an effort to support non-tenured teachers. Once a month resource teachers will mentor non-tenured teachers in the areas of standard-based lesson planning, behavior management, data analysis, and intervention plans.

-During each nine week session we will conduct a data meeting where assessment results are used to develop an instructional plan for Tier I, II, and III students.

-Charles F. Hard Elementary School teachers will implement journal writing in order to meet the learning goal that the National Council of Teachers of Mathematics has set for all students to communicate their mathematically thinking. We will use math journals daily in order to:

---provide students and opportunity to reflect on their strategies and assess their own learning.

---practice putting their knowledge into words both verbally and in writing.

---shift the instructional focus from computation to problem solving and real-life application.

---gain insight into children's abilities, opinions, understandings, and misconceptions.

---create a documented portfolio-like record of student growth and progress.

---utilize math journaling as an open-ended and naturally differentiated assessment tool.

An essential part of learning to read and write is the understanding that letters and combinations of letters make up particular sounds and words. The data reveals that students who are in kindergarten through third grade will need explicit and systematic phonics instruction that integrates multisensory routines. Instruction will be delivered utilizing the instructional framework provided by the Alabama regional staff. Additionally students in all grade levels need comprehension instruction that enables them to be an active and purposeful reader. In an effort to increase student understanding of varied text, teachers will implement close reading lesson using scaffold and focusing on increasingly complex text dependent questions.

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

As a result of analyzing student achievement, school programs and processes, we concluded the following:

- Differentiated instruction will be implemented to maximize instruction
- Teachers will utilize grade level fluency materials
- Additional instruction in the alphabetic principle is needed kindergarten, first and second grade students in and out of context
- Volume of reading must be increased for first, second and third grade students
- Literacy centers will provide ample opportunities to practice previous taught skills
- Formative assessments
- Math journals are used to increase writing skills and mathematical reasoning
- Increase parental involvement

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

We disaggregated our data and identified students in critical areas of reading and math, therefore prioritizing their needs based on non-proficiency. The goals created will meet the needs of our students and their deficiencies on state assessments.

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

- To maximize instructional effectiveness, our faculty utilized multiple measures when developing school-wide goals. The data sources employed to confirm the validity in our findings. During the school year we will continue to:
- Analyze summative and formative data during bi-weekly data meetings
- Utilize Scantron Performance Series assessments three times a year to target students in need of intensive intervention as well as acceleration
- Utilize Scantron Achievement assessments at the end of each nine week period to target students in need of intensive intervention as well as acceleration
- Utilize weekly progress monitoring assessments to determine the effectiveness of instruction
- Enrichment activities are provided to enhance areas of strength for students on or above grade level

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

Charles F. Hard Elementary goals are geared towards the entire student population. All students have access to all services and programs (EL services, solution network, free-reduced lunch, special education and counseling services) provided by the school and district. All students have access to an appropriate public education including homeless, EL and neglected students. EL students, homeless, and neglected students are exposed to the same challenging state course of study and content standards to which all students are held. During the enrollment process the counselor identifies EL students. The new EL students are given a Home Language Survey. If the survey reveals that another language is spoken other than English, the student(s) will qualify for testing. Homeless students are identified upon enrollment

as well and are referred for support from the school, district and local agencies.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency in reasoning in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Number Sense - Number sense is the building block for all of the domains and the key to understanding mathematics. Students with a great sense of numbers are able to successfully work with place value, compose and decompose numbers, understand how addition, subtraction, multiplication, division, and properties of mathematics work. Students will participate in weekly counting collections. This experience will help develop students' concepts of counting, quantity, and the base-ten system. The students are given items and without further instruction, they are asked to begin counting their items. The teacher circulates and observes how the students count and record their thinking. All students can use anchor charts to help guide their counting and sentence stems to help record their thinking. All students will be provided ample opportunities to use their math journals to explain their mathematical thinking throughout the day. Students will also increase their sense of numbers by engaging in Number Talks, which allows them to mentally solve problems. During a Number Talk, it is the teacher's job to encourage students to share their solution strategies, ask questions to clarify understanding and record students' strategies for the whole group to see. Number talks require students to explain their solution strategies, convince others that their strategy works, and listen to and pose questions about strategies of others.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Parrish, S. (2010). Number talks: Helping children build mental math and computation strategies, grades K-5. Sausalito, CA: Math Solutions.

Research Cited: Sherry D. Parrish. "Number Talks Build Numerical Reasoning." Teaching Children Mathematics October 2011.

Research Cited: Shumway, Jessica F. (2011). Number Sense Routines. Portland, Maine: Stenhouse Publishers.

Research Cited: Kern Schewerdtfefer, Julie and Chan, Angela. "Counting Collections." Teaching Children Mathematics March 2007.

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Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Number Talks. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (rekenreks, dot images, and anchor charts).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

Activity - Counting Collections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Counting Collections. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (ten frames, hunderds charts, number lines/paths, cubes, blocks, coins, and partners).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

Activity - Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Math Journals. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (anchor charts, graphs, rulers, and manipulatives).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

Measurable Objective 2:

5% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a behavior that shows that they have mastered the college and career readiness standards in Reading by 05/31/2018 as measured by Scantron Performance Series.

Strategy1:

Fluency Instruction - Tell what fluent reading is using the "What Fluent Readers Do" chart.

Model: Provide an example of what fluent reading is and what it is not.

Scaffold the lesson: I do, We do, You do

Complete each step at the phrase, sentence and text levels. Provide corrective feedback as needed.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001).

Put Reading First: The Research Building Blocks for Teaching Children to Read (N/A).

Washington, DC: U.S. Government Printing Office.

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Activity - Fluency Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administrator Reading Specialist Teachers

Strategy2:

Close Reading - Step 1: First Read

FOCUS: KEY IDEAS AND DETAILS (Determine what the text says)(Utilize books based on student interest)

Depending on the text complexity and the readers, the first read may be done independently, as a read aloud/think aloud, paired or shared reading. The first read should be without building background; students should be integrating their background knowledge with the text as they read. Focus on the key ideas and details in the text, making sure that readers know the main idea, story elements, or key details that the author includes.

Following the first read, have students Think-Pair-Share to assess what they have gleaned from the text. Listen in on students as they share, you can determine the focus of the next steps.

Step 2: Second Read

FOCUS: Craft and Structure (Figure out how the text works)

For a second, close read, reread the selected text. Explore the text for deeper understanding. Use the close read questions provided in Reading Street as a guide and/or include teacher made questions. After rereading, students discuss the text with partners or in small groups, focusing on the author's craft and organizational patterns. This may include vocabulary choices, text structure or text features that they author included.

Use a text dependent question to focus or set a purpose for a close rereading. Students may use post-it notes to mark portions of the text that will aide in citing text based evidence. After students share with partners or in small groups, using numbered heads have groups share out with entire class.

Step 3: Third Read

FOCUS: Integration of Knowledge and Ideas (Analyze and compare text)

The third close reading of a text should go even deeper, requiring students to synthesize and analyze information from several texts or media. They may record their ideas on sticky notes, graphic organizer, or a thinking sheet.

Have students journal a response to a text dependent question. Focus the discussion (partner or group) on text evidence.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Beers,K. (2003), When kids can't read what teachers can do. Portsmouth: Heinemann.

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices.</p> <p>Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	<p>Direct Instruction</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0 - Title I Part A</p>	<p>Adminstrator Reading Specialist Teachers</p>

Strategy3:

Phonics Instruction - Begin the lesson with a short phonemic awareness warm-up activity.

Focus on the new correspondence by stating, explaining, and modeling how to decode and spell words.

Have children practice blending words using the correspondence that is being studied that day.

Have children practice spelling words using the correspondence that is being studied that day.

Have children practice using the new correspondence through connected writing activities (dictation and composition).

Give opportunities to apply the day's lesson by reading decodable text.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001).

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Washington, DC: U.S. Government Printing Office.

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Activity - Multisensory Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Adminstrator Reading Specialist Teachers

Goal 2:

Promote student growth and parent involvement through system support services.

Measurable Objective 1:

collaborate to increase active parent participation by 05/24/2018 as measured by as measured by signature sheets for events from a baseline of less than 3% to 5%.

Strategy1:

Parent Engagement - Parent Engagement - The faculty and staff in conjunction with district level personnel will provide ample opportunities for parents to be involved in school related activities that impact student achievement. To improve participation, the faculty will provide one

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meeting per semester in the community. The faculty and staff will provide means of communication to parents in order to inform them about all programs, meetings, and events. All communications are formulated in both English and Spanish which is a representation of the languages of our school. The school will send communication to churches within the community as well as the radio station in order to heighten awareness about upcoming events. The school will alternate times for programs, meetings and/or conferences in order to accommodate barriers that may prevent parents from being involved.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Epstein, J. L., et al. (2009). School, family, and community partnerships: Your handbook for action, second edition. Thousand Oaks, CA: Corwin Press. Also see: www.partnershipschools.org.

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The faculty and staff will continue to create a welcoming school climate. Additionally, the faculty and staff will continue to provide effective school- to-home and home-to-school communication. The faculty and staff will engage families in school planning and volunteer programs. The principal has teachers to make personal contacts with families through e-mail or telephone calls within the first two weeks of school. The school held a meet and greet prior to school opening, at which families can meet their children's teachers, tour the school building and meet other parents. The school will have an open house within the first month of school. The counselor in conjunction with the parental involvement coordinator will provide workshops and materials for parents on academic and behavioral development. The faculty will provide printed information for parents on homework policies and on monitoring and supporting student work at home. Teachers will send home folders of student work on a weekly basis for parent review and comment. The principal will communicate school policies to all families in their home language. The faculty and staff will create a suggestion or comment box (electronic and onsite) for families to anonymously provide their questions, concerns, and recommendations. The faculty will also provide training and materials for parents on how to improve children's study skills or learning in various academic subjects. The faculty and staff will create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., curriculum, continuous improvement, or school safety).</p>	Parent Involvement	08/07/2017	05/24/2018	\$0 - Title I Part A	All faculty and staff plus central office personnel in the parental involvemnet division are responsible

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and

courses necessary to provide a well-rounded education.

Goal 1:

Increase student proficiency in reading/language arts through the use of the Classworks program

Measurable Objective 1:

A 10% increase of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in time spent on tasks in the Classworks program in Reading by 05/30/2018 as measured by the skills proficiency summary report for those who are performing at or above grade level .

Strategy1:

Individualized Learning Paths - Teachers will provide students with an individualized learning path prescribed from Classworks to increase time spent on tasks within the classroom and home settings. During the reading/language arts sessions, students will actively engage in direct instruction, ample practice opportunities, and formative assessments to ensure that all components for reading is increasing to an on - or above - grade level performance. Teachers will use data provided by Classworks to facilitate discussions and guided practice within whole and small groups in order to increase comprehension.

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

Research Cited: Stephens, R. J., and Slavin. R. E. (1992) ED 349098. The Cooperative Elementary School: Effects on Students' Achievement, Attitudes, and Social Relations. Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Students,

Block, C. C., & Pressley, M. (2002). Comprehension Instruction: Research-Based Practices. New York: Guilford

Pearson, P. D. (2009). The Roots of Reading Comprehension Instruction. Handbook of Research on Reading Comprehension. New York: Routledge

Stahl, R. J. Professor in the Division of Curriculum and Instruction, Arizona State University, Tempe.

Slaven, R. E. (1991). A Practical Guide to Cooperative Learning. Washington, D.C.

Activity - Monthly Component Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional leadership team will collaborate with teachers to utilize Classworks data to plan for literacy needs for all students. During the meetings, teachers will have opportunities to reflect upon their instructional practices, progress, and goals. Student attendance will be reviewed to determine the impact of the amount of time spent on tasks within the Classworks program.	Professional Learning	09/05/2017	05/21/2018	\$0 - Title I Part A	Principal Reading Coach Instructional Coach Teachers

Goal 2:

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency in reasoning in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Number Sense - Number sense is the building block for all of the domains and the key to understanding mathematics. Students with a great sense of numbers are able to successfully work with place value, compose and decompose numbers, understand how addition, subtraction, multiplication, division, and properties of mathematics work. Students will participate in weekly counting collections. This experience will help develop students' concepts of counting, quantity, and the base-ten system. The students are given items and without further instruction, they are asked to begin counting their items. The teacher circulates and observes how the students count and record their thinking. All students can use anchor charts to help guide their counting and sentence stems to help record their thinking. All students will be provided ample opportunities to use their math journals to explain their mathematical thinking throughout the day. Students will also increase their sense of numbers by engaging in Number Talks, which allows them to mentally solve problems. During a Number Talk, it is the teacher's job to encourage students to share their solution strategies, ask questions to clarify understanding and record students' strategies for the whole group to see. Number talks require students to explain their solution strategies, convince others that their strategy works, and listen to and pose questions about strategies of others.

Category: Develop/Implement College and Career Ready Standards

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Research Cited: Shumway, Jessica F. (2011). Number Sense Routines. Portland, Maine: Stenhouse Publishers.

Research Cited: Kern Schewerdtfefer, Julie and Chan, Angela. "Counting Collections." Teaching Children Mathematics March 2007.

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Number Talks. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (rekenreks, dot images, and anchor charts).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

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Activity - Counting Collections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Counting Collections. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (ten frames, hunderds charts, number lines/paths, cubes, blocks, coins, and partners).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

Activity - Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Math Journals. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (anchor charts, graphs, rulers, and manipulatives).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

Measurable Objective 2:

5% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a behavior that shows that they have mastered the college and career readiness standards in Reading by 05/31/2018 as measured by Scantron Performance Series.

Strategy1:

Phonics Instruction - Begin the lesson with a short phonemic awareness warm-up activity.

Focus on the new correspondence by stating, explaining, and modeling how to decode and spell words.

Have children practice blending words using the correspondence that is being studied that day.

Have children practice spelling words using the correspondence that is being studied that day.

Have children practice using the new correspondence through connected writing activities (dictation and composition).

Give opportunities to apply the day's lesson by reading decodable text.

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Activity - Multisensory Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Adminstrator Reading Specialist Teachers

Strategy2:

Fluency Instruction - Tell what fluent reading is using the “What Fluent Readers Do” chart.

Model: Provide an example of what fluent reading is and what it is not.

Scaffold the lesson: I do, We do, You do

Complete each step at the phrase, sentence and text levels. Provide corrective feedback as needed.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001).

Put Reading First: The Research Building Blocks for Teaching Children to Read (N/A).

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Activity - Fluency Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administrator Reading Specialist Teachers

Strategy3:

Close Reading - Step 1: First Read

FOCUS: KEY IDEAS AND DETAILS (Determine what the text says)(Utilize books based on student interest)

Depending on the text complexity and the readers, the first read may be done independently, as a read aloud/think aloud, paired or shared reading. The first read should be without building background; students should be integrating their background knowledge with the text as they read. Focus on the key ideas and details in the text, making sure that readers know the main idea, story elements, or key details that the author includes.

Following the first read, have students Think-Pair-Share to assess what they have gleaned from the text. Listen in on students as they share, you can determine the focus of the next steps.

Step 2: Second Read

FOCUS: Craft and Structure (Figure out how the text works)

For a second, close read, reread the selected text. Explore the text for deeper understanding. Use the close read questions provided in Reading Street as a guide and/or include teacher made questions. After rereading, students discuss the text with partners or in small groups, focusing on the author's craft and organizational patterns. This may include vocabulary choices, text structure or text features that they author included.

Use a text dependent question to focus or set a purpose for a close rereading. Students may use post-it notes to mark portions of the text that will aide in citing text based evidence. After students share with partners or in small groups, using numbered heads have groups share out with entire class.

Step 3: Third Read

FOCUS: Integration of Knowledge and Ideas (Analyze and compare text)

The third close reading of a text should go even deeper, requiring students to synthesize and analyze information from several texts or media. They may record their ideas on sticky notes, graphic organizer, or a thinking sheet.

Have students journal a response to a text dependent question. Focus the discussion (partner or group) on text evidence.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Beers,K. (2003), When kids can't read what teachers can do. Portsmouth: Heinemann.

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices.</p> <p>Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	<p>Direct Instruction</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0 - Title I Part A</p>	<p>Adminstrator Reading Specialist Teachers</p>

Goal 3:

Promote student growth and parent involvement through system support services.

Measurable Objective 1:

collaborate to increase active parent participation by 05/24/2018 as measured by as measured by signature sheets for events from a baseline of less than 3% to 5%.

Strategy1:

Parent Engagement - Parent Engagement - The faculty and staff in conjunction with district level personnel will provide ample opportunities for parents to be involved in school related activities that impact student achievement. To improve participation, the faculty will provide one meeting per semester in the community. The faculty and staff will provide means of communication to parents in order to inform them about all programs, meetings, and events. All communications are formulated in both English and Spanish which is a representation of the languages of our school. The school will send communication to churches within the community as well as the radio station in order to heighten awareness about upcoming events. The school will alternate times for programs, meetings and/or conferences in order to accommodate barriers that may prevent parents from being involved.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Epstein, J. L., et al. (2009). School, family, and community partnerships: Your handbook for action, second edition. Thousand Oaks, CA: Corwin Press. Also see: www.partnershipschools.org.

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Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The faculty and staff will continue to create a welcoming school climate. Additionally, the faculty and staff will continue to provide effective school- to-home and home-to-school communication. The faculty and staff will engage families in school planning and volunteer programs. The principal has teachers to make personal contacts with families through e-mail or telephone calls within the first two weeks of school. The school held a meet and greet prior to school opening, at which families can meet their children's teachers, tour the school building and meet other parents. The school will have an open house within the first month of school. The counselor in conjunction with the parental involvement coordinator will provide workshops and materials for parents on academic and behavioral development. The faculty will provide printed information for parents on homework policies and on monitoring and supporting student work at home. Teachers will send home folders of student work on a weekly basis for parent review and comment. The principal will communicate school policies to all families in their home language. The faculty and staff will create a suggestion or comment box (electronic and onsite) for families to anonymously provide their questions, concerns, and recommendations. The faculty will also provide training and materials for parents on how to improve children's study skills or learning in various academic subjects. The faculty and staff will create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., curriculum, continuous improvement, or school safety).</p>	Parent Involvement	08/07/2017	05/24/2018	\$0 - Title I Part A	All faculty and staff plus central office personnel in the parental involvemnet division are responsible

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas**

- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools**

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)**

Goal 1:

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency in reasoning in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Number Sense - Number sense is the building block for all of the domains and the key to understanding mathematics. Students with a great sense of numbers are able to successfully work with place value, compose and decompose numbers, understand how addition, subtraction, multiplication, division, and properties of mathematics work. Students will participate in weekly counting collections. This experience will help develop students' concepts of counting, quantity, and the base-ten system. The students are given items and without further instruction, they are asked to begin counting their items. The teacher circulates and observes how the students count and record their thinking. All students can use anchor charts to help guide their counting and sentence stems to help record their thinking. All students will be provided ample opportunities to use their math journals to explain their mathematical thinking throughout the day. Students will also increase their sense of numbers by engaging in Number Talks, which allows them to mentally solve problems. During a Number Talk, it is the teacher's job to encourage students to share their solution strategies, ask questions to clarify understanding and record students' strategies for the whole group to see. Number talks require students to explain their solution strategies, convince others that their strategy works, and listen to and pose questions about strategies of others.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Parrish, S. (2010). Number talks: Helping children build mental math and computation strategies, grades K-5. Sausalito, CA: Math Solutions.

Research Cited: Sherry D. Parrish. "Number Talks Build Numerical Reasoning." Teaching Children Mathematics October 2011.

Research Cited: Shumway, Jessica F. (2011). Number Sense Routines. Portland, Maine: Stenhouse Publishers.

Research Cited: Kern Schewerdtfefer, Julie and Chan, Angela. "Counting Collections." Teaching Children Mathematics March 2007.

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Number Talks. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (rekenreks, dot images, and anchor charts).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

Activity - Counting Collections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Counting Collections. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (ten frames, hundreds charts, number lines/paths, cubes, blocks, coins, and partners).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

Activity - Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Math Journals. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (anchor charts, graphs, rulers, and manipulatives).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

Measurable Objective 2:

5% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a behavior that shows that they have mastered the college and career readiness standards in Reading by 05/31/2018 as measured by Scantron Performance Series.

Strategy1:

Close Reading - Step 1: First Read

FOCUS: KEY IDEAS AND DETAILS (Determine what the text says)(Utilize books based on student interest)

Depending on the text complexity and the readers, the first read may be done independently, as a read aloud/think aloud, paired or shared reading. The first read should be without building background; students should be integrating their background knowledge with the text as they read. Focus on the key ideas and details in the text, making sure that readers know the main idea, story elements, or key details that the author includes.

Following the first read, have students Think-Pair-Share to assess what they have gleaned from the text. Listen in on students as they share, you can determine the focus of the next steps.

Step 2: Second Read

FOCUS: Craft and Structure (Figure out how the text works)

For a second, close read, reread the selected text. Explore the text for deeper understanding. Use the close read questions provided in Reading Street as a guide and/or include teacher made questions. After rereading, students discuss the text with partners or in small groups, focusing on the author's craft and organizational patterns. This may include vocabulary choices, text structure or text features that they author included.

Use a text dependent question to focus or set a purpose for a close rereading. Students may use post-it notes to mark portions of the text that will aide in citing text based evidence. After students share with partners or in small groups, using numbered heads have groups share out with entire class.

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Step 3: Third Read

FOCUS: Integration of Knowledge and Ideas (Analyze and compare text)

The third close reading of a text should go even deeper, requiring students to synthesize and analyze information from several texts or media. They may record their ideas on sticky notes, graphic organizer, or a thinking sheet.

Have students journal a response to a text dependent question. Focus the discussion (partner or group) on text evidence.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Beers,K. (2003), When kids can't read what teachers can do. Portsmouth: Heinemann.

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices.</p> <p>Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Adminstrator Reading Specialist Teachers

Strategy2:

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Fluency Instruction - Tell what fluent reading is using the "What Fluent Readers Do" chart.

Model: Provide an example of what fluent reading is and what it is not.

Scaffold the lesson: I do, We do, You do

Complete each step at the phrase, sentence and text levels. Provide corrective feedback as needed.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001).

Put Reading First: The Research Building Blocks for Teaching Children to Read (N/A).

Washington, DC: U.S. Government Printing Office.

Activity - Fluency Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administrator Reading Specialist Teachers

Strategy3:

Phonics Instruction - Begin the lesson with a short phonemic awareness warm-up activity.

Focus on the new correspondence by stating, explaining, and modeling how to decode and spell words.

Have children practice blending words using the correspondence that is being studied that day.

Have children practice spelling words using the correspondence that is being studied that day.

Have children practice using the new correspondence through connected writing activities (dictation and composition).

Give opportunities to apply the day's lesson by reading decodable text.

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Category: Develop/Implement College and Career Ready Standards

Research Cited: Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001).

Put Reading First: The Research Building Blocks for Teaching Children to Read (N/A).

Washington, DC: U.S. Government Printing Office.

Activity - Multisensory Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Adminstrator Reading Specialist Teachers

Goal 2:

Promote student growth and parent involvement through system support services.

Measurable Objective 1:

collaborate to increase active parent participation by 05/24/2018 as measured by as measured by signature sheets for events from a

baseline of less than 3% to 5%.

Strategy1:

Parent Engagement - Parent Engagement - The faculty and staff in conjunction with district level personnel will provide ample opportunities for parents to be involved in school related activities that impact student achievement. To improve participation, the faculty will provide one meeting per semester in the community. The faculty and staff will provide means of communication to parents in order to inform them about all programs, meetings, and events. All communications are formulated in both English and Spanish which is a representation of the languages of our school. The school will send communication to churches within the community as well as the radio station in order to heighten awareness about upcoming events. The school will alternate times for programs, meetings and/or conferences in order to accommodate barriers that may prevent parents from being involved.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Epstein, J. L., et al. (2009). School, family, and community partnerships: Your handbook for action, second edition. Thousand Oaks, CA: Corwin Press. Also see: www.partnershipschools.org.

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Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The faculty and staff will continue to create a welcoming school climate. Additionally, the faculty and staff will continue to provide effective school- to-home and home-to-school communication. The faculty and staff will engage families in school planning and volunteer programs. The principal has teachers to make personal contacts with families through e-mail or telephone calls within the first two weeks of school. The school held a meet and greet prior to school opening, at which families can meet their children's teachers, tour the school building and meet other parents. The school will have an open house within the first month of school. The counselor in conjunction with the parental involvement coordinator will provide workshops and materials for parents on academic and behavioral development. The faculty will provide printed information for parents on homework policies and on monitoring and supporting student work at home. Teachers will send home folders of student work on a weekly basis for parent review and comment. The principal will communicate school policies to all families in their home language. The faculty and staff will create a suggestion or comment box (electronic and onsite) for families to anonymously provide their questions, concerns, and recommendations. The faculty will also provide training and materials for parents on how to improve children's study skills or learning in various academic subjects. The faculty and staff will create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., curriculum, continuous improvement, or school safety).</p>	Parent Involvement	08/07/2017	05/24/2018	\$0 - Title I Part A	All faculty and staff plus central office personnel in the parental involvemnet division are responsible

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

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency in reasoning in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Number Sense - Number sense is the building block for all of the domains and the key to understanding mathematics. Students with a great sense of numbers are able to successfully work with place value, compose and decompose numbers, understand how addition, subtraction,

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multiplication, division, and properties of mathematics work. Students will participate in weekly counting collections. This experience will help develop students' concepts of counting, quantity, and the base-ten system. The students are given items and without further instruction, they are asked to begin counting their items. The teacher circulates and observes how the students count and record their thinking. All students can use anchor charts to help guide their counting and sentence stems to help record their thinking. All students will be provided ample opportunities to use their math journals to explain their mathematical thinking throughout the day. Students will also increase their sense of numbers by engaging in Number Talks, which allows them to mentally solve problems. During a Number Talk, it is the teacher's job to encourage students to share their solution strategies, ask questions to clarify understanding and record students' strategies for the whole group to see. Number talks require students to explain their solution strategies, convince others that their strategy works, and listen to and pose questions about strategies of others.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Parrish, S. (2010). Number talks: Helping children build mental math and computation strategies, grades K-5. Sausalito, CA: Math Solutions.

Research Cited: Sherry D. Parrish. "Number Talks Build Numerical Reasoning." Teaching Children Mathematics October 2011.

Research Cited: Shumway, Jessica F. (2011). Number Sense Routines. Portland, Maine: Stenhouse Publishers.

Research Cited: Kern Schewerdtfefer, Julie and Chan, Angela. "Counting Collections." Teaching Children Mathematics March 2007.

Activity - Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Math Journals. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (anchor charts, graphs, rulers, and manipulatives).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

Activity - Counting Collections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Counting Collections. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (ten frames, hundreds charts, number lines/paths, cubes, blocks, coins, and partners).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

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Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Number Talks. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (rekenreks, dot images, and anchor charts).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

Measurable Objective 2:

5% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a behavior that shows that they have mastered the college and career readiness standards in Reading by 05/31/2018 as measured by Scantron Performance Series.

Strategy1:

- Phonics Instruction - Begin the lesson with a short phonemic awareness warm-up activity.
- Focus on the new correspondence by stating, explaining, and modeling how to decode and spell words.
- Have children practice blending words using the correspondence that is being studied that day.
- Have children practice spelling words using the correspondence that is being studied that day.
- Have children practice using the new correspondence through connected writing activities (dictation and composition).
- Give opportunities to apply the day's lesson by reading decodable text.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001).

Put Reading First: The Research Building Blocks for Teaching Children to Read (N/A).

Washington, DC: U.S. Government Printing Office.

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Activity - Multisensory Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Adminstrator Reading Specialist Teachers

Strategy2:

Fluency Instruction - Tell what fluent reading is using the “What Fluent Readers Do” chart.

Model: Provide an example of what fluent reading is and what it is not.

Scaffold the lesson: I do, We do, You do

Complete each step at the phrase, sentence and text levels. Provide corrective feedback as needed.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001).

Put Reading First: The Research Building Blocks for Teaching Children to Read (N/A).

Washington, DC: U.S. Government Printing Office.

Activity - Fluency Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administrator Reading Specialist Teachers

Strategy3:

Close Reading - Step 1: First Read

FOCUS: KEY IDEAS AND DETAILS (Determine what the text says)(Utilize books based on student interest)

Depending on the text complexity and the readers, the first read may be done independently, as a read aloud/think aloud, paired or shared reading. The first read should be without building background; students should be integrating their background knowledge with the text as they read. Focus on the key ideas and details in the text, making sure that readers know the main idea, story elements, or key details that the author includes.

Following the first read, have students Think-Pair-Share to assess what they have gleaned from the text. Listen in on students as they share, you can determine the focus of the next steps.

Step 2: Second Read

FOCUS: Craft and Structure (Figure out how the text works)

For a second, close read, reread the selected text. Explore the text for deeper understanding. Use the close read questions provided in Reading Street as a guide and/or include teacher made questions. After rereading, students discuss the text with partners or in small groups, focusing on the author's craft and organizational patterns. This may include vocabulary choices, text structure or text features that they author included.

Use a text dependent question to focus or set a purpose for a close rereading. Students may use post-it notes to mark portions of the text that will aide in citing text based evidence. After students share with partners or in small groups, using numbered heads have groups share out with entire class.

Step 3: Third Read

FOCUS: Integration of Knowledge and Ideas (Analyze and compare text)

The third close reading of a text should go even deeper, requiring students to synthesize and analyze information from several texts or media. They may record their ideas on sticky notes, graphic organizer, or a thinking sheet.

Have students journal a response to a text dependent question. Focus the discussion (partner or group) on text evidence.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Beers,K. (2003), When kids can't read what teachers can do. Portsmouth: Heinemann.

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices.</p> <p>Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	<p>Direct Instruction</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0 - Title I Part A</p>	<p>Adminstrator Reading Specialist Teachers</p>

Goal 2:

Promote student growth and parent involvement through system support services.

Measurable Objective 1:

collaborate to increase active parent participation by 05/24/2018 as measured by as measured by signature sheets for events from a baseline of less than 3% to 5%.

Strategy1:

Parent Engagement - Parent Engagement - The faculty and staff in conjunction with district level personnel will provide ample opportunities for parents to be involved in school related activities that impact student achievement. To improve participation, the faculty will provide one meeting per semester in the community. The faculty and staff will provide means of communication to parents in order to inform them about all programs, meetings, and events. All communications are formulated in both English and Spanish which is a representation of the languages of our school. The school will send communication to churches within the community as well as the radio station in order to heighten awareness about upcoming events. The school will alternate times for programs, meetings and/or conferences in order to accommodate barriers that may prevent parents from being involved.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Epstein, J. L., et al. (2009). School, family, and community partnerships: Your handbook for action, second edition. Thousand Oaks, CA: Corwin Press. Also see: www.partnershipschoools.org.

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Charles F. Hard Elementary School

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The faculty and staff will continue to create a welcoming school climate. Additionally, the faculty and staff will continue to provide effective school- to-home and home-to-school communication. The faculty and staff will engage families in school planning and volunteer programs. The principal has teachers to make personal contacts with families through e-mail or telephone calls within the first two weeks of school. The school held a meet and greet prior to school opening, at which families can meet their children's teachers, tour the school building and meet other parents. The school will have an open house within the first month of school. The counselor in conjunction with the parental involvement coordinator will provide workshops and materials for parents on academic and behavioral development. The faculty will provide printed information for parents on homework policies and on monitoring and supporting student work at home. Teachers will send home folders of student work on a weekly basis for parent review and comment. The principal will communicate school policies to all families in their home language. The faculty and staff will create a suggestion or comment box (electronic and onsite) for families to anonymously provide their questions, concerns, and recommendations. The faculty will also provide training and materials for parents on how to improve children's study skills or learning in various academic subjects. The faculty and staff will create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., curriculum, continuous improvement, or school safety).</p>	<p>Parent Involvement</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0 - Title I Part A</p>	<p>All faculty and staff plus central office personnel in the parental involvemnet division are responsible</p>

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Charles F. Hard Elementary School's faculty will make certain that our EL families receive all of the school notifications, progress reports, report cards, and other important information in their native language as well as English. Additionally, we have an EL representative who visits weekly to discuss student achievement, parental involvement, and attendance with parents, students and teachers.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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 and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

Staffing decisions are made based on the individual qualifications and experiences of prospective applicants. Highly qualified teachers are recruited and interviewed by the principal. Teachers are selected to fill vacancies based on the academic needs of students and their level of expertise, to provide for the academic needs of students in their areas of concentration.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

Charles F. Hard Elementary School has a 12% turnover rate.

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

The staff at Charles F. Hard Elementary School consists of 42 employees. This includes 18 highly qualified full time classroom teachers. Our certified personnel consist of 2 members that hold a Doctor of Education (Ed.D.) degree, 7 members hold an Educational Specialist (Ed.S.) degree, 7 members hold a Masters of Education (M.Ed.) degree, and 9 members hold a Bachelor of Science (B.S.) degree. We also have four Nationally Board Certified Teachers.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Ongoing training, and additional support, is provided as a means to retain and attract high quality teachers. A teacher mentoring program is used for new teachers. The mentor and new teacher observe each other monthly. A feedback observation form is given to the new teachers, along with one on one discussion with the mentor. The principal meets with non-tenured teachers to discuss issues related to best teaching practices, school policies and data driven instruction. All non-tenured teachers are monitored using walk-throughs, regular classroom observations and Edivate 360. Also, the principal monitors lesson plans and assessment data to provide feedback on planning and implementing best teaching practices. The instructional coaches provide support to non-tenured teachers through intervention strategies, data analysis and standard-based instruction. Teachers have a common grade level planning time to provide support to new teachers. Sign-in sheets and agendas are submitted to the principal bi-weekly. Edivate 360 is reviewed with the teachers as a means to monitor teacher growth. The principal uses this tool to assist teachers in setting individual goals that impact the attainment of school-wide goals.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**Describe how data is used from academic assessments to determine professional development.**

Teachers will attend bi-weekly data meetings to analyze reading and math formative and summative assessment data to identify standards not mastered. Teachers will receive coaching in setting targeted goals and adjusting instructions to meet the needs for Tiers of instruction. As a daily practice all teachers will implement strategic teaching to increase student achievement. Additionally, teachers, principals, paraprofessionals, other staff and/or parents are afforded the following professional development opportunities:

- Reading Street
- Alabama Council of Teachers of Mathematics
- Alabama Math Science Technology Initiatives
- Common Core College and Career Ready Standards Implementation Team Meetings
- District-wide Professional Development
- AMSTI Professional Learning Team
- S.P.I.R.E.
- SAMUEL

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Teachers, principals, paraprofessionals, other staff and parents are afforded the following professional development opportunities:

- Reading Street
- Alabama Council of Teachers of Mathematics
- Alabama Math Science Technology Initiatives
- District-wide Professional Development
- Reading, Writing, Math and More Conference
- International Literacy Conference
- Classworks
- Myon
- Future of Technology Conference (FETC)
- Google Classroom
- bby Publication
- Samuel Training
- EL Training hosted by the District

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

Charles F. Hard mentoring program is used for new and non-tenured teachers. The mentor and new teacher observe each other monthly. A feedback observation form is given to the new teachers, along with one on one discussion with the mentor. Instructional coaches assist new and non-tenured teachers with daily instructional practices. New Teacher orientation meetings are held each month at the district office. New teacher training sessions are held at the school level.

Describe how all professional development is "sustained and ongoing."

Professional development is sustained and ongoing at Charles F. Hard Elementary in many ways:

- Teachers have weekly grade level meetings to identify strengths, areas of weaknesses, and instructional/behavioral strategies necessary to improve student success.

- Teachers can view webinars and videos throughout the year for individualized support.

- Teachers attend conferences and workshops throughout the year, as well as, the summer to gain knowledge that can be shared with the faculty during grade level or faculty meeting.

- Instructional Coaches provide monthly meetings that allow teachers the chance to reflect upon their instructional practice, progress and goals.

- AMSTI team receives training four times a year. These teachers share the learned knowledge with colleagues in their unit.

- Instructional coaches attend CCRS implementation training and provide turn around training to the faculty.

- The principal conducts walk-throughs and provide immediate feedback to faculty for professional growth.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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 and/or high school to college/work force.

Goal 1:

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency in reasoning in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Number Sense - Number sense is the building block for all of the domains and the key to understanding mathematics. Students with a great sense of numbers are able to successfully work with place value, compose and decompose numbers, understand how addition, subtraction, multiplication, division, and properties of mathematics work. Students will participate in weekly counting collections. This experience will help develop students' concepts of counting, quantity, and the base-ten system. The students are given items and without further instruction, they are asked to begin counting their items. The teacher circulates and observes how the students count and record their thinking. All students can use anchor charts to help guide their counting and sentence stems to help record their thinking. All students will be provided ample opportunities to use their math journals to explain their mathematical thinking throughout the day. Students will also increase their sense of numbers by engaging in Number Talks, which allows them to mentally solve problems. During a Number Talk, it is the teacher's job to encourage students to share their solution strategies, ask questions to clarify understanding and record students' strategies for the whole group to see. Number talks require students to explain their solution strategies, convince others that their strategy works, and listen to and pose questions about strategies of others.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Parrish, S. (2010). Number talks: Helping children build mental math and computation strategies, grades K-5. Sausalito, CA: Math Solutions.

Research Cited: Sherry D. Parrish. "Number Talks Build Numerical Reasoning." Teaching Children Mathematics October 2011.

Research Cited: Shumway, Jessica F. (2011). Number Sense Routines. Portland, Maine: Stenhouse Publishers.

Research Cited: Kern Schewerdtfeger, Julie and Chan, Angela. "Counting Collections." Teaching Children Mathematics March 2007.

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Activity - Counting Collections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Counting Collections. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (ten frames, hundreds charts, number lines/paths, cubes, blocks, coins, and partners).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Number Talks. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (rekenreks, dot images, and anchor charts).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

Activity - Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided support, as well as, training from bby, AMSTI and the Math Coach in order to successfully implement Math Journals. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (anchor charts, graphs, rulers, and manipulatives).	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administration Instructional Coach Teachers

Measurable Objective 2:

5% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a behavior that shows that they have mastered the college and career readiness standards in Reading by 05/31/2018 as measured by Scantron Performance Series.

Strategy1:

Phonics Instruction - Begin the lesson with a short phonemic awareness warm-up activity.

Focus on the new correspondence by stating, explaining, and modeling how to decode and spell words.

Have children practice blending words using the correspondence that is being studied that day.

Have children practice spelling words using the correspondence that is being studied that day.

Have children practice using the new correspondence through connected writing activities (dictation and composition).

Give opportunities to apply the day's lesson by reading decodable text.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001).

Put Reading First: The Research Building Blocks for Teaching Children to Read (N/A).

Washington, DC: U.S. Government Printing Office.

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Activity - Multisensory Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Adminstrator Reading Specialist Teachers

Strategy2:

Fluency Instruction - Tell what fluent reading is using the “What Fluent Readers Do” chart.

Model: Provide an example of what fluent reading is and what it is not.

Scaffold the lesson: I do, We do, You do

Complete each step at the phrase, sentence and text levels. Provide corrective feedback as needed.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001).

Put Reading First: The Research Building Blocks for Teaching Children to Read (N/A).

Washington, DC: U.S. Government Printing Office.

Activity - Fluency Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices. Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	Direct Instruction	08/07/2017	05/24/2018	\$0 - Title I Part A	Administrator Reading Specialist Teachers

Strategy3:

Close Reading - Step 1: First Read

FOCUS: KEY IDEAS AND DETAILS (Determine what the text says)(Utilize books based on student interest)

Depending on the text complexity and the readers, the first read may be done independently, as a read aloud/think aloud, paired or shared reading. The first read should be without building background; students should be integrating their background knowledge with the text as they read. Focus on the key ideas and details in the text, making sure that readers know the main idea, story elements, or key details that the author includes.

Following the first read, have students Think-Pair-Share to assess what they have gleaned from the text. Listen in on students as they share, you can determine the focus of the next steps.

Step 2: Second Read

FOCUS: Craft and Structure (Figure out how the text works)

For a second, close read, reread the selected text. Explore the text for deeper understanding. Use the close read questions provided in Reading Street as a guide and/or include teacher made questions. After rereading, students discuss the text with partners or in small groups, focusing on the author's craft and organizational patterns. This may include vocabulary choices, text structure or text features that they author included.

Use a text dependent question to focus or set a purpose for a close rereading. Students may use post-it notes to mark portions of the text that will aide in citing text based evidence. After students share with partners or in small groups, using numbered heads have groups share out with entire class.

Step 3: Third Read

FOCUS: Integration of Knowledge and Ideas (Analyze and compare text)

The third close reading of a text should go even deeper, requiring students to synthesize and analyze information from several texts or media. They may record their ideas on sticky notes, graphic organizer, or a thinking sheet.

Have students journal a response to a text dependent question. Focus the discussion (partner or group) on text evidence.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Beers,K. (2003), When kids can't read what teachers can do. Portsmouth: Heinemann.

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will be provided support in the following areas: Model/co-teach lessons with teachers and reflect on practice.</p> <p>Create opportunities for teachers to learn together, such as coaching cycles, study groups, observations, and team meetings.</p> <p>Prioritize meaningful conversations, reflection, and problem solving when planning professional development-spend less time giving information and more time helping them process through the information.</p> <p>Assist teachers with setting clear learning targets for students that are based on the standards. Assist teachers with a variety of assessments that measure progress towards the targets.</p> <p>Build in time and systems for teams to analyze data and adapt instruction to address students' needs.</p> <p>Continually collect data to chart students' growth and analyze the validity and impact of the instructional practices.</p> <p>Support teachers with providing additional learning opportunities for English Learners such as: Utilizing SDAIE strategies (think-pair-share, quick writes, peer teaching, cooperative groups, jigsaw learning, and student created drawings.) As well as providing nonverbal support for reading comprehension such as illustrations, diagrams, realia, gestures, acting out, and graphic organizers. Additionally, the following learning opportunities will be provided to teachers throughout the 2017 -2018 school year: Reading Street Retooling with a Focus on Tiered Instruction S.P.I.R.E School Assistance Meetings for Understanding English Learner (SAMUEL) Imagine Learning Classworks Dyslexia Strategies Myon</p>	<p>Direct Instruction</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0 - Title I Part A</p>	<p>Adminstrator Reading Specialist Teachers</p>

Goal 2:

Promote student growth and parent involvement through system support services.

Measurable Objective 1:

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Strategy1:

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Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Epstein, J. L., et al. (2009). School, family, and community partnerships: Your handbook for action, second edition. Thousand Oaks, CA: Corwin Press. Also see: www.partnershipschoools.org.

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Activity - Parent Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The faculty and staff will continue to create a welcoming school climate. Additionally, the faculty and staff will continue to provide effective school- to-home and home-to-school communication. The faculty and staff will engage families in school planning and volunteer programs. The principal has teachers to make personal contacts with families through e-mail or telephone calls within the first two weeks of school. The school held a meet and greet prior to school opening, at which families can meet their children's teachers, tour the school building and meet other parents. The school will have an open house within the first month of school. The counselor in conjunction with the parental involvement coordinator will provide workshops and materials for parents on academic and behavioral development. The faculty will provide printed information for parents on homework policies and on monitoring and supporting student work at home. Teachers will send home folders of student work on a weekly basis for parent review and comment. The principal will communicate school policies to all families in their home language. The faculty and staff will create a suggestion or comment box (electronic and onsite) for families to anonymously provide their questions, concerns, and recommendations. The faculty will also provide training and materials for parents on how to improve children's study skills or learning in various academic subjects. The faculty and staff will create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., curriculum, continuous improvement, or school safety).</p>	<p>Parent Involvement</p>	<p>08/07/2017</p>	<p>05/24/2018</p>	<p>\$0 - Title I Part A</p>	<p>All faculty and staff plus central office personnel in the parental involvemnet division are responsible</p>

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Kindergarten through fifth grade teachers meet bi-weekly in collaborative teams to develop instructional solutions through shared responsibility for the outcomes of students. During each meeting, the teachers identify students in the greatest academic and/or behavioral need and commit to providing them with individualized interventions. They visually display and discuss the progress and instructional strategies that have already been used with targeted students. The results from these meetings will determine whether a student needs to be referred to the Problem Solving Team. Data meetings are held with each grade level as well as individual teachers in conjunction with the instructional leadership team on a monthly basis.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

At the beginning of the year, teachers use testing results from the Scantron Performance, ACCESS 2.0, DIBELS and program assessments to identify the students who were not proficient or partially proficient. Teachers use this data to guide their instruction. In addition, teachers use ACT Aspire as an assessment tool to aid in identifying students who experience difficulty in mastering the state's academic achievement standards.

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?

Students who are working below the average proficiency level are provided with small and individualized instruction, and daily intervention. Teachers refer students who are unable to master grade level standards through a response to instruction and/or intervention. The teacher referral is forwarded to the Problem Solving Team for additional resource support, strategies, and assistance to increase student mastery. Students receive additional instruction from the Special Educational teacher as indicated in the IEP.

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.

Remediation is provided for Tier II students in reading and math for a minimum of six weeks. After-school tutoring is provided by grade level. Students are identified by their classroom teachers as a result low performance based on cumulative data. Parents are included to ensure that a collective effort is formed to support the extended day.

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

All students at C.F. Hard Elementary School including those identified as migrant, limited-English proficient, homeless, economically disadvantaged and neglected/delinquent, have access to all of the services and programs available. Some of these programs include free lunch, Title I services, EL services, Special Education services, At Risk, Intervention, and counseling services. School supplies, food, clothing, and shelter are provided to students (families) as needed by community resource agencies. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenges, state content standards, and state student performance.

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

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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.

Charles F. Hard Elementary School is committed to offering a quality academic program that is aligned with College and Career Ready Standards. Each program implements best practices to help improve student achievement and success.

Our reading program, Reading Street is a researched based program aligned with Common Core State Standards to help prevent reading difficulties. Reading Street Common Core helps prioritize instruction to support higher levels of reading and writing. Our students are afforded additional intervention opportunities, which provides explicit reading instruction in a small group setting on a daily basis.

Furthermore, we utilize the Go Math program, which allows students to work cooperatively and individually while mastering the new state standards. It provides teachers with instructional resources to teach students at all levels.

Within our Exceptional Needs program students are involved in learning activities that considers the varied learning styles of each student. Instruction is personalized in that consideration is given to how students learn. Lessons are flexible, challenging and engage each student in the learning process. Included in the exceptional needs program is the use of Classworks, a computer-based program for reading and math in addition to using MobyMax which is a computer-based program for reading, math, language, science and social studies, ABCYA and Starfall which are both computer-based for reading, math and phonics.

Our integration of technology includes using eBeams, computers, iPads as well as other tablets, and Promethean Boards for instruction. Students are taught to use digital books, Microsoft Word, PowerPoint, and Chalkable, a home to school management program. Educational and assessment software includes Imagine Learning, Google Classroom, MobyMax, Starfall, Power My Learning, Keyboarding, Khan Academy, Scantron Performance Series, and Britannica.

Additionally, we are proud to offer after-school tutoring and summer enrichment program for students. These programs provide developmentally appropriate activities to add to students' learning at school, help them develop thinking and problem-solving skills, and spark their curiosity and love of learning. Both programs are implemented using best practices to enhance the student's connection to the classroom and increase student motivation and achievement.

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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Federal monies are spent on Scientifically Researched Based Programs. The strategies from these programs are implemented in all disciplines across the grade levels. The students are also engaged in these strategies during library time and computer lab class throughout the day.

Component 10: Evaluation (Sec.1114(b)(3)):**How does the school evaluate the implementation of the schoolwide program?**

Charles F. Hard Elementary evaluates the effectiveness of our school-wide program using student data, district, local and parent surveys, Educate Alabama as well as EDIVATE 360 results. We also evaluate the program through quarterly data meetings. We revisit our ACIP quarterly to make sure we are on target in reaching our goals.

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?

Charles F. Hard Elementary School evaluates the results of our school-wide programs by utilizing data from Scantron Performance/Achievement Series, ACCESS 2.0, Reading Street, and Go Math. ACT Aspire data results will be used as a review tool. Scantron Performance assessments are also analyzed three times a year to target areas of strengths and improvement. Scantron Achievement assessments are also analyzed each nine week period to target areas of strengths and improvement. Reading and math teachers utilize weekly progress monitoring assessments to determine the effectiveness of instruction as well as formative data.

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?

We progress monitor our students weekly to adjust our instruction as needed. We meet monthly for data meetings to check the progress of targeted students. We review professional development activities and the effectiveness of their alignment with school goals.

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

The Leadership Team meets bi-weekly to reflect on data points such as walk through notes, observations, assessments, meeting minutes, and attendance. Moreover, teachers work in collaborative teams to re-evaluate their efforts in reaching school-wide goals.

The following are school-wide strategies that are incorporated to assist in re-evaluating and revising our school-wide plan:

- Attendance Team addresses students who have excessive tardies or absenteeism
- Intervention Team works collaboratively with teachers to identify root causes
- Instructional coaches plan lessons with teachers that meet the needs of all students
- After-school tutoring and summer enrichment for students who are not meeting grade level expectations
- Targeted Intervention for Tier II and III students - Differentiated Instruction to accommodate all learners

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	20.18

Provide the number of classroom teachers.

20

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1147685.0

Total

1,147,685.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	77106.0

Total

77,106.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total

0.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.5

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	64403.0

Total

64,403.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	58455.0

Total

58,455.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	211.51

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	4797.0

Total

4,797.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	77.55

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1759.0

Total

1,759.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	421.51

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	9560.0

Total

9,560.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	30.44

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	690.0

Total

690.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	135062.55

Provide a brief explanation and breakdown of expenses.

Total Salaries with Employee Benefits: (Paraprofessionals: Brandon Jackson - 100% and Darryl Pope - 100%) = \$\$65, 410.00

(Teacher: Ashlee Contorno - 32%) = \$17, 444.45

Stipends: \$3,000.00 Extended Day: \$3,000.00 Summer School: \$12,000

Fixed Charges: Insurances [Included in the total listed above] (\$10,848.00) FICA (\$1116.00) Medicare (\$261.00)

Retirement (\$2,161.80) SUI (\$22.50)

Materials and Supplies (\$12,146.80)

Lease Maintenance and Repairs (\$6,500.00)

Professional Development (\$9,000.00)

Travel (\$3,000.00)

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	8000.0

Provide a brief explanation and a breakdown of expenses.

MEGA Conference [July 8 - 13, 2018]: Registration (\$150 per person)

6 Representatives: \$900.00

Hotel Expenses: Average of \$129.00 per night without taxes and fees (5 Nights: \$645)

Based on 6 Representatives: \$3,870.00

Base Total: \$4770.00

National Differentiated Instruction Conference: Registration (\$579 for 3 days)

2 Representatives: \$579.00 (Principal is free)

Hotel Expenses: Average of \$149.00 per night without taxes and fees (4 Nights: \$596)

Based on 2 Representatives: \$1,192.00

Flights: \$468.00 per person = \$936.00

Base Total: \$2707.00

Grand Base Total: \$,7477.00

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	1000.0

Provide a brief explanation and a breakdown of expenses.

Materials and supplies will be purchased to support strategies implemented during classroom instruction in order to increase achievement in the areas of reading and mathematics.

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	5000.0

Provide a brief explanation and a breakdown of expenses.

Materials and supplies will be purchased to support the curriculum. Student data as well as the ACIP will be used in the decision making process.

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	3000.0

Provide a brief explanation and a breakdown of expenses.

Funding will be used to support the extended day program for first and second grade students. Data shows that our students letter naming, phonics, phonemic awareness, and writing skills are below average. We have collectively decided to focus on the foundation skills needed to support reading fluency and comprehension in order to raise achievement.

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.

We are an elementary setting and do not provide career technical education.

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

Covered under 21st Century

Local Funds

Label	Question	Value
1.	Provide the total	12167.0

Provide a brief explanation and breakdown of expenses.

Report as of 09/13/17

1036 Library: \$1,332.07

1074 Graduation: \$929.82

1082 League of Extraordinary Gentlemen: \$350.98

2001 General \$137.17

2016 General: \$8,899.15

2033 Student Account: \$22.75

2037 Sunshine Club: \$11.52

2047 Gifted Program: \$7.55

2060 Grants/Hard School: \$1,576.92

2062 Grant/Sarah Belcher: \$253.65

2116 Field Trip: -\$422.12

2175 Grant/Walmart: \$560.20

4025 Hard/Alexander: \$1,000

6107: Grant/Louise Alexander: \$500.00

Total: \$15,159.66

Open PO's: \$3,267.93

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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. (Sec. 1116(c)(1))

Charles F. Hard Elementary School hosted an annual Title I meeting on August 14, 2017. Faculty and staff informed parents of this meeting via school cast, written notices, follow-up reminders, and television announcement in the front lobby. Parents convened in the school's cafeteria in order to listen to principal present a power point and thoroughly expound on details about Title I, Title I funding including 1% set aside, and the rights of each parent to be informed about their children's teachers as well as other components related to Title I. Families were given opportunities to ask questions and express comments. Parents were also encouraged to serve as family representatives. Our principal encouraged parents to remain in the cafeteria if they wanted to express additional information that pertained to their children individually.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

We will offer morning afternoon meetings to accommodate a variety of parent schedules. During these meetings, parents participate in discussions on the school's participation in Title I, school improvement goals, parent's right to be involved and the allocation of parent involvement funds. Additionally, there are several other opportunities for parents to get involved such as Open House, monthly parent meetings, family nights, community forums, and Lunch and Learn seminars. We have parent volunteers offer to transport their neighbors and/or relatives to meetings if transportation is a concern.

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. (Sec. 1116(c)(4)(A)(B)(C))

The parents of Charles F. Hard Elementary receive information about the programs held in the school in a timely manner. Our faculty sends notification at least one month in advance with subsequent reminder notices two weeks prior to an event followed by five days prior notification. The information is disseminated to parents by way of parent hand books, parent-teacher conferences, annual Title I meeting, parental involvement meetings, school-wide telephone calls and parent workshops. Teachers schedule conferences every four and a half weeks unless a conference warrants immediate attention. Parents may also schedule meetings with teachers to discuss or interpret assessments or assignments. All notifications are sent in the student's native language according to the home compact.

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). (Sec.1116(d))

The School-Parent compacts are developed during the fall advisory meeting which is held at the Bessemer City Board of Education. Charles F. Hard Elementary School typically has five parent representatives as well as three faculty and staff members to join internal as well as external stakeholders across the district. The committee collaboratively work to review, revise, and develop areas for the School-Parent Compact that are relevant to our district. The parents, school staff, and students of Charles F. Hard receive a copy of the school-parent-teacher compact within the registration packet and each relevant stakeholder signs no later than the beginning of the school year or upon registration (if the student enrolls after the first day of school). All parties sign the compact agreeing how parents, the entire school staff, and students will share the responsibility for academic achievement and the means by which the school and parents will build as well as develop a partnership to help each child achieve high standards. During student/teacher, parent/teacher/student, and/or administrator/parent/teacher/student conferences, the School-Parent Compact is presented to remind each stakeholder of their responsibility toward student achievement.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Charles F. Hard Elementary seeks to work collaboratively to improve academics, family engagement, school culture, and technology through various support systems. We utilize advisory discussions, surveys, and verbal input during collective and individual meetings in order to receive a deeper understanding of parental needs or concerns. We have added a comment section on our website that will allow parents to email the principal for comments of dissatisfaction with the continuous improvement plan. We also have a suggestion box in the main office if families would like to express concerns about the plan. Lastly, during the school's Parents' Right to Know meeting, a representative shares a presentation showing the highlights of the plan. Following the presentation, parents are given opportunities to make suggestions or submit comments or dissatisfaction.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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)

During Open House as well as our Parents' Right to Know meeting, information is presented about parental and family engagement, Title I programs, instruction and curriculum, and academic assessments used to determine each student's present level of performance. Parents are given master schedule times as well as other procedures in order to schedule parent-teacher conferences. Families visit the classroom and meet with the teacher to learn more specific information about how that classroom will be conducted during Open House as well as other

scheduled curriculum family nights. Progress reports will be sent home every four weeks and report cards will be sent home every nine weeks to display each child's academic achievement and progress. Parents are contacted when students exhibit at-risk behaviors that impede their learning. Parents of English Language Learners are given information in their native language. The school staff is being trained on how to use translator apps in order to appropriately communicate with families in their native language.

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 ESSA Sec. 1116, 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)

Parents are invited to parental involvement workshops for training in academics and technology. Parents attended Lunch and Learn seminars where teachers discuss reading and mathematics skills as well as school-wide expectations. They are also invited to participate in classroom observations for reading, mathematics, physical education, and writing. Materials are distributed in the workshops and are also available at the Parental Involvement Department.

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 ESSA Sec 1116, 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)

With the assistance of parental involvement workshops, parents communicate their concerns and interest. School personnel solicit parent volunteers for various school activities such as field trips, sporting events, guest readers and classroom observers. School-wide communications are disseminated through hard copies and School Cast (in English and Spanish). The school also provides a parent resource corner with various materials related to improving a student's success academically and behaviorally. All handouts and magazines are administered in English and Spanish which are the only two languages represented in our school. Parent conferences are scheduled as well as held on an as needed basis in order to receive parental input toward student mastery.

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 ESSA Sec. 1116, 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)

All correspondences are typed in two language primary languages (English and Spanish). Notices are sent in an easy to interpret format that is concrete for the reader. School Cast is used as a medium to communicate school matters in English and Spanish. English Language Learner (ELL) parent messages are sent in their native language by the ELL teacher and/or by assigned school personnel. The school purchased a marquee (September 2017) in which the staff is being trained to fully operate in order to communicate in languages represented at the school.

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 ESSA Sec. 1116, 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)

C. F. Hard will provide assistance from bilingual personnel, through district resources, to communicate with parents who have limited English proficiency. Notices sent home will be translated in Spanish using Transact. We also use School Cast, a medium used to communicate school announcements. They are sent in Spanish or English to accommodate the parent's native language. Parents with disabilities are accommodated with wheel chair accessible doors throughout the school. Parents who have difficulty reading are given opportunities to meet with personnel in an office or the conference room in order to have information read and interpreted for them.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Parents are extended invitations to attend Open House, PTA Meetings, Lunch and Learn, Title I Meetings and Parent Conferences. Parents are also solicited to assist in attending field trips, programs and student class activities/presentations. They also sign a school compact, which is an agreement the student, parent and teacher signs at the beginning of the year agreeing to do whatever is necessary to ensure students are prepared to learn. The development of this compact, is a collaboration between parents, teachers and administration. All is completed in the primary language spoken in the home.