



ACIP

Colbert Heights Elementary School

Colbert County Board of Education

Ms. Alvie Shaw
1551 Sunset Drive
Tuscumbia, AL 35674

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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?

Colbert Heights Elementary is a Title I school located in a rural community ranging in size of approximately 428 students in Northwest Alabama. Ms. Alvie Shaw serves as the principal. About 70% of our student population is on free or reduced lunches. Of our student population, 93% are Caucasian, 5% are African American, .4% are Native American, .4% are Pacific Islander, and .2% are of a mixed race. CHES faculty is 100% highly qualified. Staff members include 21 general education classes, and 1 administrator. We also have 2 special education teachers, 1 counselor, 1 librarian, 1 nurse, 1 music teacher, 1 instructional reading coach, and 6 para-educators. 2 of which are in the PreK classrooms. CHES has 24 out of 30 staff members that have a Masters Degree or higher. Professional development has been conducted for common core state standards for the past 3 years. Other professional development has included reading textbook training for grades 3-6, technology training with Barry Wiginton from Alabama Technology in Motion, and AMSTI. Teachers will continue to further their education and knowledge through current educational professional development opportunities.

Colbert Heights Elementary is a rural part of Tuscumbia City that has several small businesses who support the school. In December of 1938, the small school of Melrose, at the foot of Colbert Mountain burned. Interim classes were held at Colbert Heights Baptist Church while the new school located at the present site of Colbert Heights High School was built. The name was changed to Colbert Heights upon completion of the new facility. Beginning in 1964, a grade was added yearly until the school contained grades one through twelve. In 1980, a kindergarten was added.

The Colbert County Board of Education began building a separate elementary school at the present location on Sunset Drive in 1983. The school began serving grades K-6 in the fall of 1984. A gymnasium was build in 1987. Eight new classrooms were added in 1994 to accommodate students and faculty from the closing of Littleville School.

Colbert Heights Elementary School began a Pre-K program in 2008. This program was funded by the State of Alabama's OSR office. The program was continued through 2010. Beginning the 2011 school year, the OSR office funded a second classroom. CHES now has 2 Pre-K classrooms with a total of 36 students. As of the school year 2016-2017, Colbert Heights Elementary has 22 classroom teachers. In addition, our school has constructed a new playground for the Pre-K in 2015. This playground met Alabama State Department of Education requirements for Pre-K recreational facilities.

Colbert Heights Elementary School is located in a rural community with a largely depressed socioeconomic status. This is in part due to the lack of a business base in the area. This prevents the school from partnering with local businesses that could provide valuable additional resources for the school. The student population has also declined in the past few years as a result of the lack of job opportunities for parents.

CHES has taken the ACT ASPIRE test for the past three years. We have shown significant gains in our third year of testing on the ACT Aspire. Comparing the 2015 results with the 2016 results, CHES scores demonstrated impressive gains. In the area of Reading, 4th-6th grades demonstrated a 60% increase. In the area of Mathematics, 4th-6th grades demonstrated a 21% increase. Overall, CHES has shown an increase in scores.

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.

At Colbert Heights Elementary, we believe that every child matters and deserves the best education possible, by implementing research based instructional strategies, aligning student assessments with the established curriculum and benchmarks, and differentiating instruction to meet the needs of all students. CHES strives to provide a safe, inviting environment where students can be successful in learning. By using testing results, surveys, professional development opportunities, and cooperative involvement of parents, teachers, and the community, CHES can strive to provide the best possible education for our students.

Vision: Colbert Heights Elementary School encourages each student to reach his or her maximum potential by instilling in all students the importance of academics, good citizenship, respect for others, and a sense of self-worth.

Mission: Colbert Heights Elementary School will provide an innovative curriculum, along with a supportive learning environment, that will promote cooperation with families and the community to ensure a quality education for each student.

Core Beliefs:

Challenging curriculum to meet the needs of all students.

Safe learning environment

High expectations for all students

Character and academic development of students

Encourage parental partnership

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.

The strengths and improvements of Colbert Heights Elementary School include researched-based programs such as Destination Success, Renaissance Place, Study Island, and Global Scholar. Computer software has been updated to Windows 7, wireless internet has been installed throughout the campus, and upgrades have been made to the internet software. Apple TV was installed in all classrooms and each teacher was issued an iPad in order to incorporate technology in the classroom. In addition, Colbert Heights has added 75 Chrome books for student use. New math and reading textbooks are also online for teachers, parents, and students to utilize. New McGraw Hill reading textbooks have been purchased in 2016 for grades 3-6. Teachers are currently going through professional development on instructional materials for the new reading series. The library is continually adding E-books to the library each year. Communication with parents has been improved by offering more options for parent and teachers through the Remind Classroom Communication System, Class Dojo and STI- Parent Portal. Finally, the Pre-K has added a new playground.

Colbert Heights would like to also continue to add more chrome books and computers to increase the computer to student ratio. More technology professional development can provide opportunities for teachers to incorporate iPads into instruction.

Additional Information

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

The library was awarded a \$2000 grant on April 15, 2016 from Rep. Johnny Mack Morrow. The library has added e-books and print books to keep our collection current. Furthermore, the library will be purchasing current subscriptions to Capstone and Tumblebooks.

Students in grades 4-6 participate in the local 4-H program. 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults. Students learn to work with adults in providing positive change in our society. Furthermore, this program provides opportunities for students to participate in poster contests, budgeting programs, and health related issues. In 2014, Lucas Cornelius won third place in the Radon Poster Contest at the county level and also at the state level. Lucas also won first place in the \$15.00 Clothing Challenge at the county level. Molly Ball won honorable mention with her birdhouse at the county level. Also, students in grades 3-6 participate in the local Spelling Bee and Geography Bee. The school level winners of the Geography Bee was 1st place Lucas Cornelius, 2nd place Jordan Young, and 3rd place Jacob Allen. These students went on the county level and Lucas Cornelius won 2nd place at the county level. Chelsey Phifer was the winner of the Spelling Bee at the school.

Community service projects are always included within the school year at CHES to instill with students the importance of community involvement and giving back to those in need. In 2015-2016, our school participated in a bake sale and proceeds went to the American Cancer Society. We also had a canned food drive to give to needy families in the area. This project provided greatly needed food for families during the holiday season. First Steps PreK teachers at Colbert Heights Elementary Pre-K and Leighton Elementary Pre-K will begin training in fall of 2016.

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.

The school principal determines the parents who are involved in the planning of the CIP.

Colbert Heights Elementary provides parents timely information concerning their child's education in the following ways. One method is to maintain effective communication with parents through parent/teacher conferences which are held by teacher and/or parent requests. Other forms of communication include home notes, memos, newsletters, school wide monthly calendars, student planner communication notebooks, Dojo positive behavior plan, and Remind text messaging. During registration, parents receive Colbert County School handbooks and grade level Parent Right To Know forms to be read, signed, and returned to be kept on file. Also, Colbert Heights Elementary hosts an Open House and grade level orientation in August of each school year and P.T.O meetings monthly. In addition, each grade level participates in a program where parents are invited to participate in a school activity (ie. Third grade will build and erupt volcanoes). Furthermore, Colbert Heights Elementary maintains communication with parents through the All Call Communication System and posting relevant information and pictures on the School Web Site. The All Call Communication System is used as vital role in any crisis alert situations as well as school related events. An Honor's Day is conducted at the end of the school year for all parents to attend as students are given awards for honor roll, perfect attendance, Accelerated Reading awards, and Physical Fitness achievements.

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

1. Alvie Shaw, Principal
2. Bradley Coan, Reading Instructional Coach
3. Kim Porter, 5th Grade Teacher
4. Anna Phillips, 5th Grade Teacher
5. Brittne Beasley, 3rd Grade Teacher
6. Seth Lewey, 3rd Grade Teacher
7. Brad King, 6th Grade Teacher
8. Cathy Inman, 6th Grade Teacher
9. Sandy Thompson, Curriculum and Instructional Leader
10. Erica Jacques, Parent
10. Lakin Howell, Parent
11. Ashley Harris, County ELL teacher

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 for 2016-2017 was shared with the school faculty during faculty meetings. The faculty will analyze the CIP more closely in grade level meetings. The final CIP was shared with the PTO officers during their monthly meeting, published on the SY 2016-2017

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school's website, displayed in school entrance, and made available in the Central Office. Stakeholders will receive updates on the CIP mid-year and at the end of the school year.

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		Data document

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

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

Areas of Notable Achievement

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

As we analyze our 2015-2016 data, there were a few areas in which our students performed above the expected level of performance. The 2016 state of Alabama ASPIRE averages were used to define the expected level of performance. At CHES, we consider any score at or above the national average as the expected level of performance. Results indicated that overall, third and fourth grades scored at or above the national average on the math portion of the ACT ASPIRE. Sixth grade scored the highest in the reading portion of the ACT ASPIRE achieving 38% in the ready level.

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

This question was best answered using data from the 2014 through the 2016 ASPIRE results. We tracked the performance of each class for every year that the ACT Aspire was given. A positive trend was noted within the ASPIRE scores increasing in grades 4-6. The Third grade class scored 19% of students that met or exceeded the standards in Reading on the 2014 ACT Aspire. The same class scored 34% of students that met or exceeded the standards in Reading on the ACT Aspire in 2016. This translates to a 56% increase in performance. The Fourth grade class scored 31% of students that met or exceeded the standards in Reading on the 2014 ACT Aspire. The same class scored 38% of students that met or exceeded the standards in Reading on the ACT Aspire in 2016. This translates to a 23% increase in performance. This data shows how the same class made gains with each grade. We hope to continue to evaluate the progress of each class by using data from the upcoming ASPIRE test results.

Which area(s) indicate the overall highest performance?

According to the 2016 ACT ASPIRE results, the highest overall performance was found in 6th grade Math. The 6th grade class scored 53% at or above readiness standards. This same class scored 23% at or above readiness standards on the 2014 ACT Aspire. That translates into a 130% increase in performance.

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

Due to our limited diversity, we chose to compare achievement between gender. According to the 2016 ACT Aspire, female students consistently outperformed the male students in both Reading and Math.

Between which subgroups is the achievement gap closing?

The most notable area in which the achievement gap appears to be closing is in the area of reading between male and female students in third through sixth grades. The average ACT Aspire scores for female students was 27% meeting the ready level for the 2014-2015 school year. The average in reading for female students increased to 33% following the 2015-2016 assessment. In contrast, the average ACT Aspire scores for male students was 26% meeting the ready level for the 2014-2015 school year. The average in reading for male students

increased to 32% following the 2015-2016 assessment. The gap in achievement between males and females has remained less than 1% in reading readiness as shown on the ACT Aspire.

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

All of these findings are consistent with data reviewed annually. Other data sources include McGraw Hill Benchmark and Unit assessments.

Areas in Need of Improvement

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

When analyzing the data from the ASPIRE testing results for Alabama, the CHES third through sixth grades are below average (in meeting or exceeding the standard) in subject areas of reading and math. While there has been stability and growth in areas of reading and math, student performance is still not at the desired level. Third grade scored 48% at the ready level in math and 35% in the ready level in reading. Fourth grade had 28% meet the ready level in math, and 21% meet ready level in reading. In fifth grade, 38% met the ready level for math and 29% met the ready level for reading. Sixth grade had 30% at the ready level for math and 42% at the ready level for reading. CHES is dedicated to improving achievement in reading and math and in all grade levels. We are implementing a new remediation program, called Study Island to use along with the program Riverdeep that we are currently utilizing. We have an instructional coach that pulls small groups who are at the intensive level. CHES will continue to address these areas of weakness through the application of research based instructional practices introduced through professional development and carried out through classroom teaching and the RTI differentiation process.

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

While the ACT ASPIRE assessment has only been given for the past three years (2014, 2015, and 2016), the area that has shown a negative trend in performance is the differences in performance between male and female students. Male students' scores are not at the same level as female students' scores. According to 2015 ACT Aspire test results, male students in grades 3-6 scored 34.5% ready in mathematics. In 2016, male students scored 39% ready in mathematics. This equates to a 12% improvement in performance in mathematics.

Meanwhile, in 2015, female students in grades 3-6 scored 37.5% ready in mathematics. In 2016, female students scored 51% ready in mathematics. This demonstrates a 27% improvement in performance in mathematics.

Which area(s) indicate the overall lowest performance?

In terms of grade level performance, the lowest performing grade at CHES is fifth grade. Fifth grade scored 34% ready in the area of math and 34% ready in the area of reading. The weakest skill in math is in foundation. Fifth grade teachers expressed that the retention of basic math skills is lacking. Students excel at mathematical thinking, but can't accurately complete addition with regrouping, subtracting with regrouping, or basic multiplication facts. They will put a stronger focus on properties of addition, subtraction, multiplication and division with morning work and daily math word problems. The fifth grade teachers are concerned that the text complexity of Scott Foresman reading basal is much lower than the text complexity of the ASPIRE test. Thus, students are more focused on reading the text than grasping the key ideas and details. The problems with fifth grade performance are being addressed through the purchase of the new McGraw Hill Wonders reading series, professional development, and intensive research based instructional strategies used with consistency and fidelity in the classroom. We are also implementing the Study Island Program which is utilized by the students in both the classroom and computer lab. We are also utilizing small group instruction to focus on mastering reading skills.

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

Using the data available from the 2015-2016 ACT ASPIRE testing results, the subgroup of female fourth grade students shows a trend in decreasing performance in math. Female fourth grade students dropped 8% in the ready level in math. The 2015 ACT Aspire results showed third grade females scored 50% in the ready level in math. This number dropped to 46% ready on the 2016 ACT Aspire results.

Between which subgroups is the achievement gap becoming greater?

We have identified a marginal achievement gap increase in mathematics between male and female students in fourth, fifth, and sixth grades. The 2015 ACT Aspire scores showed fourth grade male students scoring 28% ready in math, while female students scored 29% ready. The 2016 ACT Aspire scores showed fifth grade male students scoring 29% ready in math, while female students scored 38% ready. This roughly translates to a 3% increase for male students, versus a 31% increase for female students.

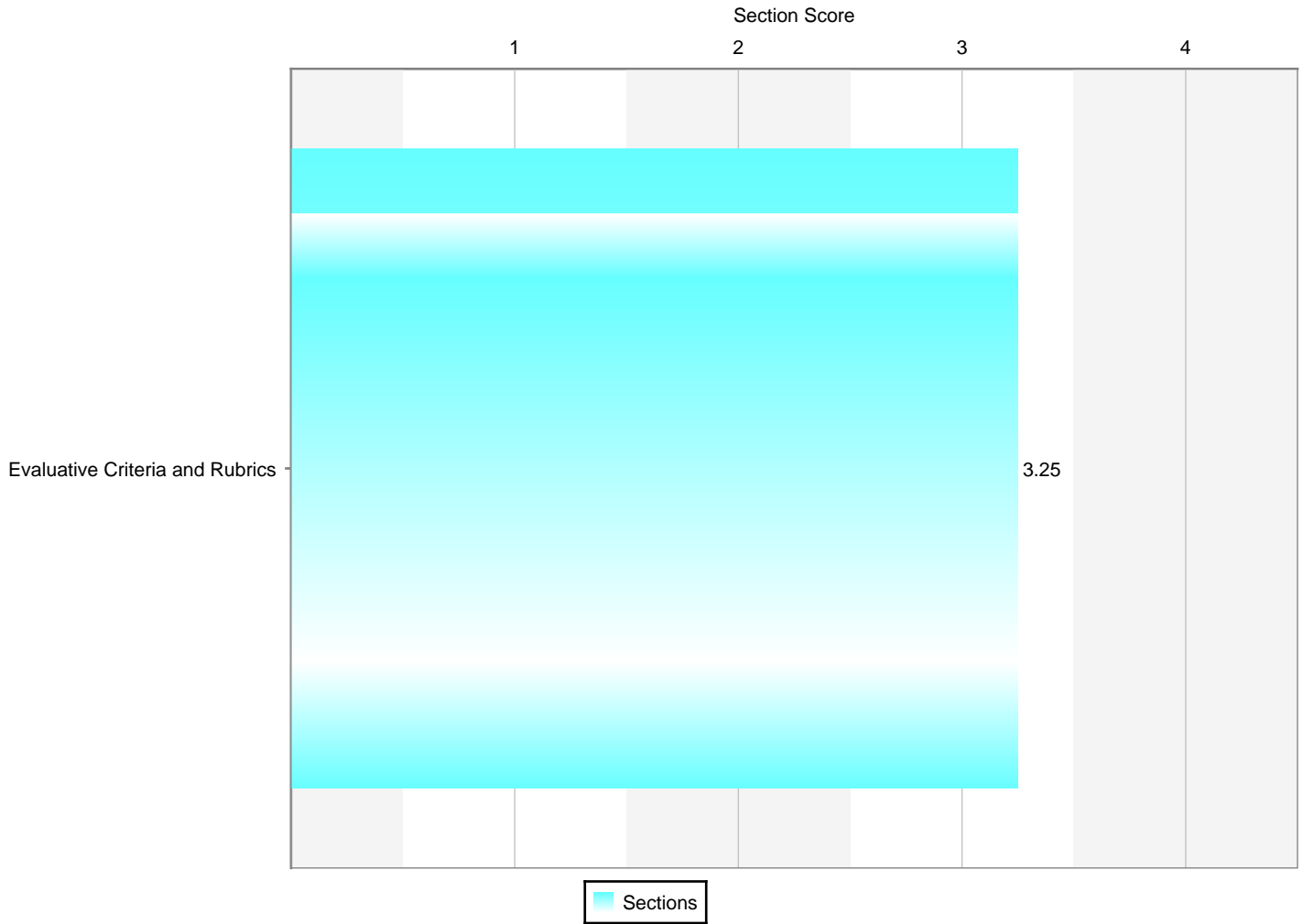
The 2015 ACT Aspire scores showed fifth grade male students scoring 34% ready in math, while female students scored 41% ready. The 2016 ACT Aspire scores showed sixth grade male students scoring 48% ready, while female students scored 59% ready. This roughly translates to a 41% increase for male students, versus a 43% increase for female students.

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

All of these findings are consistent with data reviewed annually. Other data sources include McGraw Hill Wonders Benchmark and Unit assessments.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		CIP Team 2016-2017

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 Policy

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		Non Discrimination Policy

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

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

ACIP 2016-2017

Overview

Plan Name

ACIP 2016-2017

Plan Description

School Improvement

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	Increase Reading Scores	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$6832
2	Increase Mathematics scores in Modeling and Foundations as indicated by ASPIRE results.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	To increase the proficiency level of ELL students tested on ACCESS Test.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	CHES will increase its average daily attendance by 1% as measured by the ADM 9-month report.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$11546

Goal 1: Increase Reading Scores

Status	Progress Notes	Created On	Created By
N/A	McGraw Hill Wonders reading series was purchased for 3rd-6th grades for the 2016-2017 school year.	October 05, 2016	seth e lewey
N/A	Study Island has been used extensively in preparation for the upcoming ACT Aspire assessment.	April 08, 2016	seth e lewey
N/A	Monthly data meetings are held each month with our reading coach and principal.	March 04, 2016	seth e lewey
N/A	No changes at this time.	March 04, 2016	seth e lewey

Measurable Objective 1:

3% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency increase in the area of integration of knowledge and ideas in Reading by 05/26/2017 as measured by the standardized Aspire test.

Strategy 1:

3rd - 6th grade comprehension of informational texts - Teacher will provide instruction using functional, textual, and informational comprehension materials from Wonders Reading Program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Kelley, M.J., & Clausen-Grace, N. (2007).

Comprehension shouldn't be silent: From strategy instruction to student independence

Newark, DE: International Reading

Association

Activity - Comprehension Lessons with Informational Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use Wonders and Wonder Works in instruction along with Aspire standards, as well as the Alabama Buckledown workbook and Alabama Common Core Standards: • Teachers will use: • KWL graphic organizers to find out something students know, want to know or want to learn. • Activation and use of relevant background schemata • Direct teaching instruction • Many opportunities to read and be read to • Expert scaffolding • Rich talk about text • Plenty of writing and writing about text • Ongoing assessment • Plenty of attention to enabling content and skills, (Teachers will use STEM and release for student participation and keeping students on task). Teachers can use Eleot video for suggested ideas.	Direct Instruction	08/05/2016	05/26/2017	\$0	No Funding Required	Teachers in grades 3-6, and Reading Coach and the Curriculum and Instruction Specialist

ACIP

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Activity - Alabama Library Expo and District one Library Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participation in Library Expo and the District One Library meeting	Academic Support Program	08/05/2016	05/26/2017	\$100	General Fund	Librarian

Activity - Purchase A.R. Program, STAR, Service, Tumble Books,Caspstone, End of the Year 100 + points earners, and point goal prizes throughout the year	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of AR and STAR and Tumble Books, Capstone to increase reading comprehension	Academic Support Program	08/05/2016	05/26/2017	\$3732	Title I Part A	Amy Michael, librarian

Status	Progress Notes	Created On	Created By
In Progress	A.R. rewards added	May 05, 2016	seth e lewey

Activity - Chrome Books and E-Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of Chrome Books and E-Books for students to increase reading comprehension.	Academic Support Program	08/05/2016	05/26/2017	\$1000	Title I Part A	Amy Michael, librarian

Activity - Reading CCRS/ACT Aspire workbooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading CCRS and Aspire workbooks will be purchased for grades 3-6 to enhance the existing Wonders reading program.	Direct Instruction	08/05/2016	05/26/2017	\$2000	Title I Part A	Principal and textbook committee

Status	Progress Notes	Created On	Created By
Completed	Reading workbooks for the Scott Foresman reading program were purchased for grades 3-6 on August 15, 2015.	February 05, 2016	seth e lewey

Activity - Author visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Author Tommy Johns will speak with the student body about his career and work as a writer.	Academic Support Program	08/04/2016	05/26/2017	\$0	Title I Part A	Dr. Gale Satchel, Superintendent Ms. Alvie Shaw, Principal Mrs. Amy Michael, Librarian

Goal 2: Increase Mathematics scores in Modeling and Foundations as indicated by ASPIRE results.

Status	Progress Notes	Created On	Created By
N/A	No changes at this time.	March 04, 2016	seth e lewey

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth in modeling and foundation in Mathematics by 05/01/2017 as measured by the results of ACT Aspire..

Strategy 1:

Modeling and Foundation - Teachers in both regular and intervention classes will use a variety of instructional materials and manipulatives to guide student understanding of modeling and foundation. (Ex. Modeling of equivalent fractions) AMSTI lessons, COACH workbook lessons, and Study Island will be utilized to improve test scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Research Council. (2001). Adding it up: Helping children learn mathematics
Washington, DC: National Academy Press.

Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will use a variety of instructional materials and manipulatives to guide student understanding of mathematical foundations in both whole class and small group settings. (Ex. Modeling of equivalent fractions) AMSTI lessons, COACH workbook lessons, and Study Island will be utilized to improve test scores.	Direct Instruction	08/04/2016	05/26/2017	\$0	No Funding Required	Teachers and paraprofessionals in grades 3-6.

Goal 3: To increase the proficiency level of ELL students tested on ACCESS Test.

Status	Progress Notes	Created On	Created By
N/A	No changes at this time.	March 04, 2016	seth e lewey

Measurable Objective 1:

A total of 6 Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Hispanic or Latino students will demonstrate a proficiency WIDA ELP Standard 2: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. in World Languages by 05/26/2017 as measured by using WIDA Model Performance Indicators as guidance for developing language objectives that focus on, but are not limited to, the language domains of reading, writing and speaking and the ACCESS test..

Strategy 1:

ELL Strategy Plan - Provide planning and collaboration time for ELL and classroom teacher to focus on areas of instructional need. ELL and/or reading intervention teacher will work with ELL students in a small group setting.

Category: Develop/Implement Learning Supports

Research Cited: For developmental research on the nature of reading comprehension difficulties of native English speaking learners who have good word reading skills (similar to many struggling ELLs) see research by Cain, Oakhill and colleagues (e.g., Cain & Oakhill [1998]; Cain & Oakhill [2000]; Cain, Oakhill, & Bryant [2000]; Oakhill [1993]; Oakhill, Yuill, & Parkin [1986]). For a review of research on the nature of reading comprehension for ELLs see Lesaux (2006); for

Activity - Planning & Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide planning and collaborating time for ELL and classroom teacher to focus on areas of instructional need. ELL and/or reading intervention teacher will work with ELL students in a small group setting.	Other	08/01/2016	05/26/2017	\$0	Title II Part A	Ashley Harris

Goal 4: CHES will increase its average daily attendance by 1% as measured by the ADM 9-month report.

Measurable Objective 1:

A 1% increase of All Students will demonstrate a behavior to increase average daily attendance. in Practical Living by 05/26/2017 as measured by ADM 9-month report.

Strategy 1:

Attendance Plan - Colbert Attendance and Truancy Officer (CATO)- A social worker employed by the Colbert County School District will increase the awareness of the correlation of student achievement and positive attendance patterns.

Category: Other - Attendance

Research Cited: Research Cited-www.attendanceworks.org

Activity - Early Intervention Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year to be proactive with attendance.	Behavioral Support Program	09/01/2016	05/26/2017	\$11546	Title I Part D	Social Worker, Counselor, Principal, Attendance Secretary,

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Intervention Plan	Parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year to be proactive with attendance.	Behavioral Support Program	09/01/2016	05/26/2017	\$11546	Social Worker, Counselor, Principal, Attendance Secretary,
Total					\$11546	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Comprehension Lessons with Informational Text	Teacher will use Wonders and Wonder Works in instruction along with Aspire standards, as well as the Alabama Buckledown workbook and Alabama Common Core Standards: • Teachers will use: • KWL graphic organizers to find out something students know, want to know or want to learn. • Activation and use of relevant background schemata • Direct teaching instruction • Many opportunities to read and be read to • Expert scaffolding • Rich talk about text • Plenty of writing and writing about text • Ongoing assessment • Plenty of attention to enabling content and skills, (Teachers will use STEM and release for student participation and keeping students on task). Teachers can use Eleot video for suggested ideas.	Direct Instruction	08/05/2016	05/26/2017	\$0	Teachers in grades 3-6, and Reading Coach and the Curriculum and Instruction Specialist
Small Group	Teachers and paraprofessionals will use a variety of instructional materials and manipulatives to guide student understanding of mathematical foundations in both whole class and small group settings. (Ex. Modeling of equivalent fractions) AMSTI lessons, COACH workbook lessons, and Study Island will be utilized to improve test scores.	Direct Instruction	08/04/2016	05/26/2017	\$0	Teachers and paraprofessionals in grades 3-6.
Total					\$0	

Title I Part A

ACIP

Colbert Heights Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Chrome Books and E-Books	The use of Chrome Books and E-Books for students to increase reading comprehension.	Academic Support Program	08/05/2016	05/26/2017	\$1000	Amy Michael, librarian
Author visit	Author Tommy Johns will speak with the student body about his career and work as a writer.	Academic Support Program	08/04/2016	05/26/2017	\$0	Dr. Gale Satchel, Superintendent Ms. Alvie Shaw, Principal Mrs. Amy Michael, Librarian
Reading CCRS/ACT Aspire workbooks	Reading CCRS and Aspire workbooks will be purchased for grades 3-6 to enhance the existing Wonders reading program.	Direct Instruction	08/05/2016	05/26/2017	\$2000	Principal and textbook committee
Purchase A.R. Program, STAR, Service, Tumble Books, Caspstone, End of the Year 100 + points earners, and point goal prizes throughout the year	The use of AR and STAR and Tumble Books, Capstone to increase reading comprehension	Academic Support Program	08/05/2016	05/26/2017	\$3732	Amy Michael, librarian
Total					\$6732	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Planning & Collaboration	Provide planning and collaborating time for ELL and classroom teacher to focus on areas of instructional need. ELL and/or reading intervention teacher will work with ELL students in a small group setting.	Other	08/01/2016	05/26/2017	\$0	Ashley Harris
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alabama Library Expo and District one Library Meeting	Participation in Library Expo and the District One Library meeting	Academic Support Program	08/05/2016	05/26/2017	\$100	Librarian
Total					\$100	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

The parent survey, completed by 113 parents, yielded an overall score of 4.27 on a 5 point scale. The area of highest overall satisfaction was in the standard Purpose and Direction.

The staff survey, completed by 35 staff members, yielded an overall score of 4.06 on a 5 point scale. The area of highest overall satisfaction was in the standard Purpose and Direction.

The student survey, completed by 204 students, yielded an overall score of 4.75 on a 5 point scale. The area of highest overall satisfaction was in the standard Purpose and Direction.

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

We compared the data from surveys in 2015 with 2016. According to the parent surveys, standard 5, Using Results for Continuous Improvement increased in satisfaction from 4.17 in 2015 to 4.28 in 2016 based on a 5 point scale.

Staff surveys indicate that standard 1, Purpose and Direction, increased from the 2015 surveys to the 2016 from 4.08 to 4.25 based on a 5 point scale.

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

Based on the average scores for the staff, parent, and student surveys, it is apparent that all stakeholders are overall most satisfied with standard 1, Purpose and Direction. All of the three stakeholder groups gave this standard the highest rating.

All of the stakeholder groups scored all standards at or above satisfactory levels. This provides quality data proving that all stakeholder groups are satisfied with Colbert Heights Elementary School.

Areas in Need of Improvement

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

Each standard was scored at or above the satisfactory level. The standards that received the lowest average score are indicated as follows:

Staff: Standard 3 Teaching and Assessing for Learning- 3.99

Parents: Standard 2 Governance and Leadership- 4.23

Students: Standard 2 Governance and Leadership-4.33 and

Standard 5 Using Results for Continuous Improvement- 4.33

The overall rating of the parent survey is 4.27. The overall rating of the staff survey is 4.06. The overall rating of the student survey is 4.52. By observing the lowest standard ratings and the overall ratings, there isn't an area where a weakness is obvious. It is notable that the overall rating of all the stakeholders is above a 4 on a 5 point scale. This is a strong indicator that an apparent trend of a problem area does not exist.

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

The monitoring of trends with the stakeholder surveys between the 2015 and 2016 school years did identify a general increase in approval. The results from the parent surveys showed a slight increase in satisfaction. The overall average increased from 4.24 in 2015 to 4.27 in 2016.

The results from the staff surveys also demonstrated a slight increase in satisfaction. The overall average increased from 3.9 in 2015 to 4.06 in 2016.

The results from the student surveys demonstrated a slight decrease in satisfaction. The overall average decreased from 2.77 in 2015 to 2.71 in 2016. The monitoring of these trends will be ongoing, beginning with the stakeholder surveys in the 2016-2017 school year.

What are the implications for these stakeholder perceptions?

Because no average score fell below a satisfactory level, there are no major implications of concern. However, as we strive to make our school a better place, the following areas of concern will be taken into consideration and improvements will be made.

Within the last two years, we have had four administrators over our school, so the validity of the stakeholder feedback may be in question.

We are now in a stable environment with our leadership and will reevaluate next year.

The student's surveys indicated areas of concern specifically in Indicators 3.8 and 5.1. Students showed concern over families engaging in their education and not having parents informed of their learning progress. We will continue to work on communication with parents and to engage parents in the educational process with the use of the Dojo behavior system, Remind messages to parents, parent/teacher conferences, email, weekly announcement sheets, newsletters, and student planners. Parents can communicate with teachers through each of these methods along with phone calls, notes, school website, and One Call Now. At the beginning of this school year, we also had an Open House for all parents to come visit classrooms and have orientation with teachers.

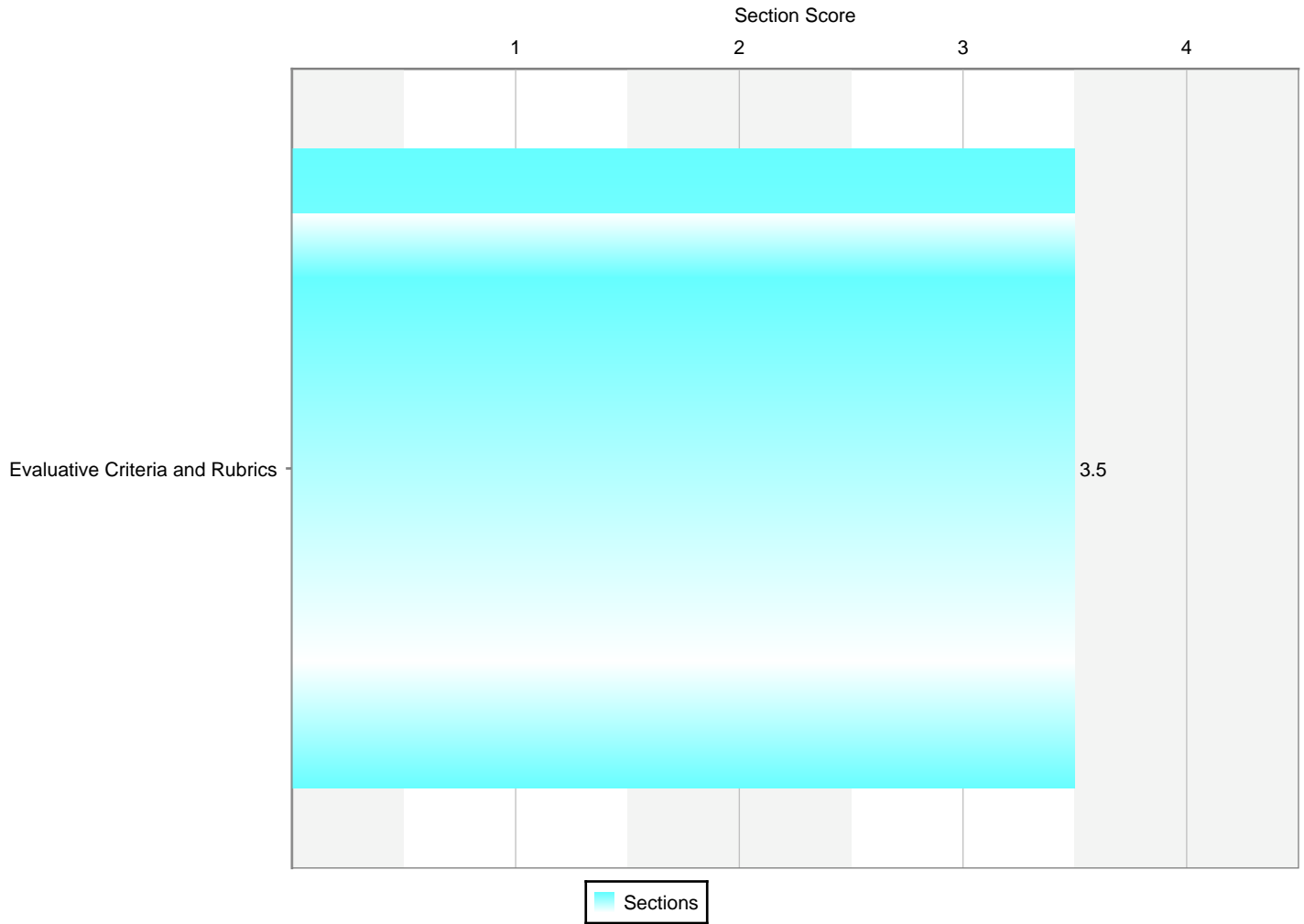
The other area of concern was with maintaining a clearly defined and comprehensive student assessment system. We feel that one reason students scored this indicator lower is the misunderstanding of the question. We use observation, weekly tests, small group instruction, conferencing, Global Scholar, McGraw-Hill unit assessments, and COACH Common Core as part of our student assessments. This year we are also implementing a student-led goal notebook for students to monitor their own progress.

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

All of the findings are consistent with discussions with stakeholder groups such as PTO members, Student Council, and the CHES leadership team.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted in September 2016. The CIP team met with parents, community leaders, and school staff to discuss the needs assessment that was completed in the spring of 2016. Surveys from students, parents and faculty were reviewed and included in the Colbert Heights Elementary needs assessment.

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

According to the parent survey conducted in the spring of 2016, 91.30% of those surveyed feel that Colbert Heights Elementary has high expectations for all students yet 7.73 % of the students feel that our school needs more computers to help them learn.

3. What conclusions were drawn from the results?

As a result of the comprehensive needs assessment, CHES has held faculty meetings and parent meetings to devise a plan of improvement. CHES plans to allocate more funds for the purchase and installation of new technology. The parents plan to hold fundraisers to help in improving this area of need.

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

Stakeholders are happy with the direction of CHES. They feel their opinions are valued. Their students attend a school where they feel loved and nurtured, the school values education, and strives to meet all learners needs. In order to ensure future success, instruction needs to be based on the Alabama College and Career Standards.

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

CHES will focus on reading and math goals for the year by evaluating the results of the needs assessment and testing data. Continuous progress monitoring of formative and summative assessment data allows teachers to adjust instructional practices. Collaboration on instructional strategies is conducted during grade level data meetings as well as in scheduled faculty, RTI, and grade level meetings. All teachers utilize strategic lessons using standards-based instruction and implement the components in whole group and small group settings in reading and math. After weekly assessments, teachers adjust instruction systematically. Prompt referrals are made to RTI team when a student has not progressed. Personnel provides increasing intensity of instruction and individual or small group delivery for students who have not met skill mastery. New literacy standards are implemented through the science curriculum, along with the implementation of the CCRS. We will continue to utilize AMSTI math and science units to provide an instructional program that teachers can use as a framework for integrating other areas of the curriculum such as reading, writing, math, and social studies. Hands-on investigations provide stimulating

activities that engage all students. The School Improvement Plan is revised regularly to reflect school needs. Global Scholar assessments will be an additional tool to help teachers pinpoint and target skill deficiencies that need addressing. Alabama Insights will be used to help teachers align resources, gather teaching ideas, and instructional activities to enhance instruction.

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

Summative and formative assessments (informal assessments, teacher observation, Global testing, and ACT ASPIRE) are all examined to develop our school goals. ACCESS scores are analyzed to see if students are making annual gains in language acquisition. Global Scholar test scores and ACT ASPIRE scores are analyzed to see if students are meeting their IEP plan goals. Research-based accommodations for ELL and students with IEP's in the classroom will be identified, and an academic plan will be devised. Grades K-2 classroom teachers begin DIBELS progress monitoring within the first nine weeks of school. Progress monitoring is conducted on a regular basis for strategic and intensive leveled students. Teachers in grades 2-6 begin Global Scholar testing the first few weeks of school also. These test results are used to guide classroom instruction. Students that are identified as low average and below average are met sent to the instructional coach, individual or small group instruction with classroom teacher; and, if they have an IEP, they are met with by Special Education teacher to work on various academic needs.

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

The goals are given in a broad term to reach each child in all grade levels with various learning abilities. Through the CIP meetings and discussions as grade levels, each teacher uses strategies to address the goals as it would pertain to their students.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Increase Reading Scores

Measurable Objective 1:

3% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency increase in the area of integration of knowledge and ideas in Reading by 05/26/2017 as measured by the standardized Aspire test.

Strategy1:

3rd - 6th grade comprehension of informational texts - Teacher will provide instruction using functional, textual, and informational comprehension materials from Wonders Reading Program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Kelley, M.J., & Clausen-Grace, N. (2007).

Comprehension shouldn't be silent: From strategy instruction to student independence

Newark, DE: International Reading

Association

Activity - Alabama Library Expo and District one Library Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in Library Expo and the District One Library meeting	Academic Support Program	08/05/2016	05/26/2017	\$100 - General Fund	Librarian

Activity - Purchase A.R. Program, STAR, Service, Tumble Books, Caspstone, End of the Year 100 + points earners, and point goal prizes throughout the year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of AR and STAR and Tumble Books, Capstone to increase reading comprehension	Academic Support Program	08/05/2016	05/26/2017	\$3732 - Title I Part A	Amy Michael, librarian

Activity - Chrome Books and E-Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of Chrome Books and E-Books for students to increase reading comprehension.	Academic Support Program	08/05/2016	05/26/2017	\$1000 - Title I Part A	Amy Michael, librarian

ACIP

Colbert Heights Elementary School

Activity - Comprehension Lessons with Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use Scott Foresman in instruction along with Aspire standards, as well as the Alabama Buckledown workbook and Alabama Common Core Standards: • Teachers will use: • KWL graphic organizers to find out something students know, want to know or want to learn. • Activation and use of relevant background schemata • Direct teaching instruction • Many opportunities to read and be read to • Expert scaffolding • Rich talk about text • Plenty of writing and writing about text • Ongoing assessment • Plenty of attention to enabling content and skills, (Teachers will use STEM and release for student participation and keeping students on task). Teachers can use Eleot video for suggested ideas.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Teachers in grades 3-6, and Reading Coach and the Curriculum and Instruction Specialist

Activity - Reading workbooks Aspire workbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading workbooks and Aspire workbooks will be purchased for grades 3-6 to enhance the existing Wonders reading program.	Direct Instruction	08/05/2016	05/26/2017	\$2000 - Title I Part A	Principal and textbook committee

Measurable Objective 2:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in increased reading comprehension from instruction by purchased iPads in Reading by 05/26/2017 as measured by surveys.

Strategy1:

iPad training - Teachers will participate in a workshop demonstrating the many uses of an iPad in the classroom.

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

Research Cited: <https://digitalteachingandlearning.files.wordpress.com/>

Activity - iPad Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explore the many uses of the iPad to improve instruction.	Technology	08/07/2015	05/31/2016		All instructional staff

Activity - iPad and Apple TV	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
iPads and Apple TV will be used and updated with Title I funds.	Technology	08/31/2015	05/31/2016		iPads are being used by all instructional staff.

Goal 2:

Increase Mathematics scores

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth in modeling and foundation in Mathematics by 05/27/2016 as measured by the results of ACT Aspire..

Strategy1:

Modeling and Foundation - Teachers in both regular and intervention classes will use a variety of instructional materials and manipulatives to guide student understanding of modeling and foundation. (Ex. Modeling of equivalent fractions) AMSTI lessons, COACH workbook lessons, and Study Island will be utilized to improve test scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Research Council. (2001). Adding it up: Helping children learn mathematics

Washington, DC: National Academy Press.

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in both regular and intervention classes will use a variety of instructional materials and manipulatives to guide student understanding of mathematical foundations (Ex. Modeling of equivalent fractions) AMSTI lessons, COACH workbook lessons, and Study Island will be utilized to improve test scores.	Direct Instruction	08/04/2016	05/26/2017	\$0 - No Funding Required	Teachers in grades 3-6.

Goal 3:

CHES will increase its average daily attendance by 1% as measured by the ADM 9-month report.

Measurable Objective 1:

A 1% increase of All Students will demonstrate a behavior to increase average daily attendance. in Practical Living by 05/26/2017 as measured by ADM 9-month report.

Strategy1:

Attendance Plan - Colbert Attendance and Truancy Officer (CATO)- A social worker employed by the Colbert County School District will increase the awareness of the correlation of student achievement and positive attendance patterns.

Category: Other - Attendance

Research Cited: Research Cited-www.attendancworks.org

Activity - Early Intervention Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year to be proactive with attendance.	Behavioral Support Program	09/01/2016	05/26/2017	\$11546 - Title I Part D	Social Worker, Counselor, Principal, Attendance Secretary,

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

Increase Reading Scores

Measurable Objective 1:

3% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency increase in the area of integration of knowledge and ideas in Reading by 05/26/2017 as measured by the standardized Aspire test.

Strategy1:

3rd - 6th grade comprehension of informational texts - Teacher will provide instruction using functional, textual, and informational comprehension materials from Wonders Reading Program.

Category: Develop/Implement College and Career Ready Standards

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Comprehension shouldn't be silent: From strategy instruction to student independence

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Association

Activity - Reading workbooks Aspire workbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading workbooks and Aspire workbooks will be purchased for grades 3-6 to enhance the existing Wonders reading program.	Direct Instruction	08/05/2016	05/26/2017	\$2000 - Title I Part A	Principal and textbook committee

Activity - Purchase A.R. Program, STAR, Service, Tumble Books, Caspstone, End of the Year 100 + points earners, and point goal prizes throughout the year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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ACIP

Colbert Heights Elementary School

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Activity - Chrome Books and E-Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of Chrome Books and E-Books for students to increase reading comprehension.	Academic Support Program	08/05/2016	05/26/2017	\$1000 - Title I Part A	Amy Michael, librarian

Activity - Alabama Library Expo and District one Library Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in Library Expo and the District One Library meeting	Academic Support Program	08/05/2016	05/26/2017	\$100 - General Fund	Librarian

Measurable Objective 2:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in increased reading comprehension from instruction by purchased iPads in Reading by 05/26/2017 as measured by surveys.

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iPads and Apple TV will be used and updated with Title I funds.	Technology	08/31/2015	05/31/2016		iPads are being used by all instructional staff.

ACIP

Colbert Heights Elementary School

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

Goal 1:

Increase Reading Scores

Measurable Objective 1:

3% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency increase in the area of integration of knowledge and ideas in Reading by 05/26/2017 as measured by the standardized Aspire test.

Strategy1:

3rd - 6th grade comprehension of informational texts - Teacher will provide instruction using functional, textual, and informational comprehension materials from Wonders Reading Program.

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ACIP

Colbert Heights Elementary School

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The use of AR and STAR and Tumble Books, Capstone to increase reading comprehension	Academic Support Program	08/05/2016	05/26/2017	\$3732 - Title I Part A	Amy Michael, librarian

Activity - Alabama Library Expo and District one Library Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in Library Expo and the District One Library meeting	Academic Support Program	08/05/2016	05/26/2017	\$100 - General Fund	Librarian

Activity - Comprehension Lessons with Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use Scott Foresman in instruction along with Aspire standards, as well as the Alabama Buckledown workbook and Alabama Common Core Standards: • Teachers will use: • KWL graphic organizers to find out something students know, want to know or want to learn. • Activation and use of relevant background schemata • Direct teaching instruction • Many opportunities to read and be read to • Expert scaffolding • Rich talk about text • Plenty of writing and writing about text • Ongoing assessment • Plenty of attention to enabling content and skills, (Teachers will use STEM and release for student participation and keeping students on task). Teachers can use Eleot video for suggested ideas.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Teachers in grades 3-6, and Reading Coach and the Curriculum and Instruction Specialist

Measurable Objective 2:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in increased reading comprehension from instruction by purchased iPads in Reading by 05/26/2017 as measured by surveys.

Strategy1:

iPad training - Teachers will participate in a workshop demonstrating the many uses of an iPad in the classroom.

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

Research Cited: <https://digitalteachingandlearning.files.wordpress.com/>

Activity - iPad and Apple TV	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
iPads and Apple TV will be used and updated with Title I funds.	Technology	08/31/2015	05/31/2016		iPads are being used by all instructional staff.

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Colbert Heights Elementary School

Activity - iPad Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explore the many uses of the iPad to improve instruction.	Technology	08/07/2015	05/31/2016		All instructional staff

Goal 2:

Increase Mathematics scores

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth in modeling and foundation in Mathematics by 05/27/2016 as measured by the results of ACT Aspire..

Strategy1:

Modeling and Foundation - Teachers in both regular and intervention classes will use a variety of instructional materials and manipulatives to guide student understanding of modeling and foundation. (Ex. Modeling of equivalent fractions) AMSTI lessons, COACH workbook lessons, and Study Island will be utilized to improve test scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Research Council. (2001). Adding it up: Helping children learn mathematics

Washington, DC: National Academy Press.

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Goal 3:

CHES will increase its average daily attendance by 1% as measured by the ADM 9-month report.

Measurable Objective 1:

A 1% increase of All Students will demonstrate a behavior to increase average daily attendance. in Practical Living by 05/26/2017 as measured by ADM 9-month report.

Strategy1:

Attendance Plan - Colbert Attendance and Truancy Officer (CATO)- A social worker employed by the Colbert County School District will increase the awareness of the correlation of student achievement and positive attendance patterns.

Category: Other - Attendance

Research Cited: Research Cited-www.attendancworks.org

Activity - Early Intervention Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year to be proactive with attendance.	Behavioral Support Program	09/01/2016	05/26/2017	\$11546 - Title I Part D	Social Worker, Counselor, Principal, Attendance Secretary,

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

Goal 1:

Increase Reading Scores

Measurable Objective 1:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in increased reading comprehension from instruction by purchased iPads in Reading by 05/26/2017 as measured by surveys.

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Measurable Objective 2:

3% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency increase in the area of integration of knowledge and ideas in Reading by 05/26/2017 as measured by the standardized Aspire test.

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Strategy1:

3rd - 6th grade comprehension of informational texts - Teacher will provide instruction using functional, textual, and informational comprehension materials from Wonders Reading Program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Kelley, M.J., & Clausen-Grace, N. (2007).

Comprehension shouldn't be silent: From strategy instruction to student independence

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Activity - Purchase A.R. Program, STAR, Service, Tumble Books,Caspstone, End of the Year 100 + points earners, and point goal prizes throughout the year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of AR and STAR and Tumble Books, Capstone to increase reading comprehension	Academic Support Program	08/05/2016	05/26/2017	\$3732 - Title I Part A	Amy Michael, librarian

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Reading workbooks and Aspire workbooks will be purchased for grades 3-6 to enhance the existing Wonders reading program.	Direct Instruction	08/05/2016	05/26/2017	\$2000 - Title I Part A	Principal and textbook committee

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Activity - Comprehension Lessons with Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use Scott Foresman in instruction along with Aspire standards, as well as the Alabama Buckledown workbook and Alabama Common Core Standards: • Teachers will use: • KWL graphic organizers to find out something students know, want to know or want to learn. • Activation and use of relevant background schemata • Direct teaching instruction • Many opportunities to read and be read to • Expert scaffolding • Rich talk about text • Plenty of writing and writing about text • Ongoing assessment • Plenty of attention to enabling content and skills, (Teachers will use STEM and release for student participation and keeping students on task). Teachers can use Eleot video for suggested ideas.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Teachers in grades 3-6, and Reading Coach and the Curriculum and Instruction Specialist

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Colbert Heights Elementary School

Activity - Chrome Books and E-Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of Chrome Books and E-Books for students to increase reading comprehension.	Academic Support Program	08/05/2016	05/26/2017	\$1000 - Title I Part A	Amy Michael, librarian

Goal 2:

Increase Mathematics scores

Measurable Objective 1:

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Strategy1:

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

Goal 1:

Increase Reading Scores

Measurable Objective 1:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in increased reading comprehension from instruction by purchased iPads in Reading by 05/26/2017 as measured by surveys.

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Measurable Objective 2:

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Strategy1:

3rd - 6th grade comprehension of informational texts - Teacher will provide instruction using functional, textual, and informational comprehension materials from Wonders Reading Program.

Category: Develop/Implement College and Career Ready Standards

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Teacher will use Scott Foresman in instruction along with Aspire standards, as well as the Alabama Buckledown workbook and Alabama Common Core Standards: <ul style="list-style-type: none"> Teachers will use: <ul style="list-style-type: none"> KWL graphic organizers to find out something students know, want to know or want to learn. Activation and use of relevant background schemata Direct teaching instruction Many opportunities to read and be read to Expert scaffolding Rich talk about text Plenty of writing and writing about text Ongoing assessment Plenty of attention to enabling content and skills, (Teachers will use STEM and release for student participation and keeping students on task). Teachers can use Eleot video for suggested ideas. 	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Teachers in grades 3-6, and Reading Coach and the Curriculum and Instruction Specialist

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Colbert Heights Elementary School

Activity - Reading workbooks Aspire workbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading workbooks and Aspire workbooks will be purchased for grades 3-6 to enhance the existing Wonders reading program.	Direct Instruction	08/05/2016	05/26/2017	\$2000 - Title I Part A	Principal and textbook committee

Goal 2:

Increase Mathematics scores

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth in modeling and foundation in Mathematics by 05/27/2016 as measured by the results of ACT Aspire..

Strategy1:

Modeling and Foundation - Teachers in both regular and intervention classes will use a variety of instructional materials and manipulatives to guide student understanding of modeling and foundation. (Ex. Modeling of equivalent fractions) AMSTI lessons, COACH workbook lessons, and Study Island will be utilized to improve test scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Research Council. (2001). Adding it up: Helping children learn mathematics

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Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in both regular and intervention classes will use a variety of instructional materials and manipulatives to guide student understanding of mathematical foundations (Ex. Modeling of equivalent fractions) AMSTI lessons, COACH workbook lessons, and Study Island will be utilized to improve test scores.	Direct Instruction	08/04/2016	05/26/2017	\$0 - No Funding Required	Teachers in grades 3-6.

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

To increase the proficiency level of ELL students tested on ACCESS Test.

Measurable Objective 1:

A total of 6 Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Hispanic or Latino students will demonstrate a proficiency WIDA ELP Standard 2: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. in World Languages by 05/26/2017 as measured by using WIDA Model Performance Indicators as guidance for developing language objectives that focus on, but are not limited to, the language domains of reading, writing and speaking and the ACCESS test..

Strategy1:

ELL Strategy Plan - Provide planning and collaboration time for ELL and classroom teacher to focus on areas of instructional need. ELL and/or reading intervention teacher will work with ELL students in a small group setting.

Category: Develop/Implement Learning Supports

Research Cited: For developmental research on the nature of reading comprehension difficulties of native English speaking learners who have good word reading skills (similar to many struggling ELLs) see research by Cain, Oakhill and colleagues (e.g., Cain & Oakhill [1998]; Cain & Oakhill [2000]; Cain, Oakhill, & Bryant [2000]; Oakhill [1993]; Oakhill, Yuill, & Parkin [1986]). For a review of research on the nature of reading comprehension for ELLs see Lesaux (2006); for

Activity - Planning & Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide planning and collaborating time for ELL and classroom teacher to focus on areas of instructional need. ELL and/or reading intervention teacher will work with ELL students in a small group setting.	Other	08/01/2016	05/26/2017	\$0 - Title II Part A	Ashley Harris

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

Goal 1:

Increase Reading Scores

Measurable Objective 1:

3% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency increase in the area of integration of knowledge and ideas in Reading by 05/26/2017 as measured by the standardized Aspire test.

Strategy1:

3rd - 6th grade comprehension of informational texts - Teacher will provide instruction using functional, textual, and informational comprehension materials from Wonders Reading Program.

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Colbert Heights Elementary School

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Measurable Objective 2:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in increased reading comprehension from instruction by purchased iPads in Reading by 05/26/2017 as measured by surveys.

Strategy1:

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iPad training - Teachers will participate in a workshop demonstrating the many uses of an iPad in the classroom.

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Goal 2:

Increase Mathematics scores

Measurable Objective 1:

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Strategy1:

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Component 3: Instruction by Qualified Staff

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

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

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

Staffing decisions begin with a review of applicants from the Teach in Alabama website. Only applicants that meet HQT status are interviewed. In addition to HQT status, well-trained and experienced applicants are also given consideration in the interview process. All staffing decisions are determined as per Colbert County School policy which requires an interview by the administrator. Administrator input determines the most appropriate and effective applicants for vacant positions. The recommendation is then made to the Superintendent and referred to the Colbert County Board of Education for hiring. In addition, teachers are assigned based upon specific areas of expertise as they relate to identified academic needs. Once assignments are made for vacant positions, new employees are immediately assimilated into the Colbert Heights Elementary instructional program via training in all core programs by grade level teachers and the system mentoring program.

Component 4: Strategies to Attract Qualified Teachers

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

CHES has 21 classroom teachers and 6 paraprofessional. Out of the 27 total, CHES only lost one kindergarten classroom teacher who accepted a position with AMSTI.

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

Colbert Heights Elementary has 22 out of 27 teachers who have Master's Degrees or higher levels of educations. Two teachers are presently working on some type of higher education.

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

. There is not a high turnover rate of highly qualified teachers at Colbert Heights Elementary School. All faculty members at Colbert Heights Elementary School have received training in best practices reading strategies either through Alabama Reading Initiative on site training or through university level training. Additionally, our local school's Instructional Partner engages all teachers in ongoing embedded professional development. Plans are currently being made to pursue training through Alabama Math Science and Technology Initiative (AMSTI). Teachers receive instruction on best practices for math and science and are currently implementing those strategies in the classroom. Hopefully this will attract and keep great teachers.

Component 5: High Quality and Ongoing Professional Development

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

The following high quality, effective and research-based professional development activities are included in our schoolwide plan: Higher Order Questioning, strategic teaching, student engagement, tiered instruction, and data analysis with a focus on formative and summative assessment.

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

Various professional development opportunities will be provided for teachers, principals, paraprofessionals, other staff and parents. Teachers will be notified of professional development opportunities such as AMSTI training, Technology in Motion, Website designing, Administrative Academy Training, and other opportunities within the school year to attend in-services regarding different topics for parents.

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

Although there is no formal mentoring program at CHES, there is informal mentoring for all new teachers from teachers on the same grade level. CHES is continuing to work on a formal mentoring program if funds become available.

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

Our district provides built-in professional development days within the school year. Teachers are given the opportunity to flex days during the summer. These days are used for on-going professional development that it provided by our school district.

Component 6: Transition Strategies

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

Transitional Activities from Pre-K to Kindergarten

The Colbert Heights Elementary School Pre-K teachers provide support to help prepare students for the transition from Pre-K to Kindergarten. Below are some of the things that are implemented each year.

- Meet the Kindergarten teachers in a familiar setting (the Pre-K classrooms)
- Visit to the Kindergarten classrooms
- Assist parents with Kindergarten Pre-registration paperwork process
- Enrichment flier provided to parents of Pre-K students in April: Is My Child Ready for Kindergarten?
- 6th grade orientation to junior high school

Component 7: Teacher Participation in Making Assessment Decisions

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

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments? The administrators, the School Leadership Team, and teachers at all levels meet to collaboratively analyze a wide array of test results and patterns of achievement to foster initiatives that reflect accurate and measureable evidence of student progress. In accordance with the (No Child Left Behind) NCLB requirements, data analysis are disaggregated into appropriate subgroups that are aligned with our Continuous Improvement Plan. The data information is incorporated into a comprehensive balance scorecard which is shared with teachers, parents, and other stakeholders to further examine formative and summative assessment data by subgroup and domain in order to reflect appropriate and applicable instructional decisions. Colbert Heights Elementary School teachers attend content grade level collaboration as well as across grade level collaboration and monthly scheduled RTI meetings to discuss the data from the STAR Reading, STAR Math and end of quarter tests (EQT's). Benchmark indicators are given for each of these benchmark testing periods and used to evaluate students to determine which students need additional time and support. Teachers focus on students who are not being successful in mastering a particular skill. Student data and academic progress are used to plan intervention opportunities with the school day as well as the extended day. Strategies are identified and action plans are developed to provide opportunities for improvement and to identify the specific needs of at risk students.

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

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

1. Colbert Heights Elementary School provides embedded intervention to ensure every student in every grade will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The embedded intervention occurs during the school day by an intervention teacher, and students are provided the opportunity to devote the extra time and secure the extra support for learning. Colbert Heights Elementary School teachers provide additional, explicit instruction for students who are struggling with concepts, strategies, or skills. The most basic intervention is the re-teaching of concepts, strategies, or skills immediately following the initial instruction, guided practice, and evaluation. The Special Education Department at Colbert Heights Elementary School promotes opportunities for gifted and disabled students to participate in educational activities designed to help each student achieve maximum potential. This program is a high quality program and provides continuous opportunities for students who have not met proficiency on the challenging state academic achievement standards and state academic assessments. Documentation of academic progress for each student and the effectiveness of the program are communicated on a regular basis with parents.

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

2. Colbert Heights Elementary will focus on effective, explicit first delivery of instruction that includes checking for understanding, high levels of student engagement, and re-teaching. To help reduce the number of students who need re-testing, teachers will provide effective, first delivery of instruction, re-teaching, and second delivery of instruction as needed to reduce the number of students failing. Re-teaching should naturally occur during the cycle of instruction through checking for understanding, probing questioning, and engaging in the class discussion. Direct instruction and guided practice provide many opportunities for implementing re-teaching strategies to ensure that 80% of students reach mastery of content before a summative assessment is given by the teacher. Re-teaching and re-testing may occur during the class period, before school, after school, or at another appointed time during the school day. For re-teaching to be effective, teachers must use a different approach from the one they initially used, one that builds on previous activities but that focuses on the omissions or errors in student thinking that resulted from these activities. Students scoring below 60% will be retested after a period of re-teaching. Our goal is to meet the needs of all our students and identify any student who is struggling at an early stage. Intervention will provide informal and formal support continuously until students are proficient based on their needs and/or until they reach grade level. Students receiving Intervention is constantly changing. Intervention students will be mainly the students who are falling within Tier 2 and Tier 3. Occasionally, there will be Tier 1 students who need intervention.

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

RTI, Response to Instruction/Intervention, integrates core instruction, assessments, and intervention within a multi-tiered system. Teachers are expected to teach in a way that meets the needs of all students.

RTI addresses both academics and behavior. Instructional support is identified in three tiers.

Tier 1 is provided by the classroom teacher and is the first delivery of instruction to 100% of the students. Teachers must follow the complete cycle of instruction to ensure student engagement and reteaching. Instruction presented to students following the cycle of instruction should ensure the success of 80% to 85% of students.

Tier 2 is provided by the classroom teacher and is the second delivery of instruction. This is provided to the students who need reteaching following the lesson. This is provided in small groups (15% of students) that provide additional time, if needed. The Intervention teacher will provide additional support following the second delivery of instruction by the classroom teacher, as needed.

Tier 3 is provided by the Intervention teacher or the special education teacher to individual students (5%) requiring intensive support. Re-teaching and retesting may occur during the class period, before school, after school, or at another appointed time during the school day. For re-teaching to be effective, teachers must use a different approach from the one they initially used, one that builds on previous activities but that focuses on the omissions or errors in student thinking that resulted from these activities.

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

We offer the students the opportunity to participate in the Summer Reading Program. This is an incentive for students to continue to improve their reading ability over summer. Students also have access to our new Reading textbook series online. This allows students the opportunity to expand their knowledge at home in Reading and Language Arts.

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

5. The Colbert County Board of Education provides resource personnel on an individual basis. All homeless, migratory, delinquent, and neglected and LEP students have equal access to the same free and appropriate Alabama education. All homeless, migratory, delinquent, neglected and LEP students are provided with the opportunity to meet the same challenging state content and performance standards which all students are held without isolation or being stigmatized. Comprehensive services for each of these sub-groups (Migrant, Limited English Proficient, Neglected or Delinquent, and Homeless) are provided through the following district wide initiatives: A list of these students is provided by Central Office. The Colbert County Board of Education ensures that Migrant students will not be denied access to any programs or opportunities offered within the Colbert County Schools on the basis of their migratory status. Migrant students must have access to instructional programs and related services for special populations including, but not limited to pre-school programs, career/technical programs, special education programs, and extracurricular activities. All student support programs and services are available to Migrant students on the same basis that they are available to other students in a school. Migrant students participate in all local and state assessments on the same basis as other students. Migrant students' academic progress reports are monitored on a quarterly basis by personnel to ensure that they are meeting state academic content standards. Schools enrolling Migrant students employ a variety of strategies to meet the unique needs of Migrants at each school. However, the overarching goals of the program at each school are to prepare students for academic success and help reduce the educational disruptions resulting from repeated moves. -The Colbert County Migrant Program recognizes that it must support the literacy of the entire family if it is to impact the school-age student.

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

This is not applicable at the elementary level.

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

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

The programs and resources are coordinated and integrated and will serve as a resource to measure progress, guide actions, and stay on course as well as build a common understanding within a team and throughout our school community. These programs will deepen the understanding and generate commitment as we provide the knowledge needed to successfully support and raise student achievement of the CCSS and the CCRS. These programs are coordinated and integrated to support high quality professional development opportunities for teachers and other stakeholders to ensure every student has access to teachers who are prepared to teach to the levels of rigor and the depth required by the CCSS and the CCR. Effective instruction through the implementation and training AMSTI will reflect best practices based on current research with student achievement being top priority.

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

Colbert Heights Elementary School provides embedded intervention to ensure every student in every grade will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The embedded intervention occurs during the school day by an intervention teacher and students are provided the opportunity to devote the extra time and secure the extra support for learning.

Colbert Heights Elementary School teachers provide additional, explicit instruction for students who are struggling with concepts, strategies, or skills. The most basic intervention is the re-teaching of concepts, strategies, or skills immediately following the initial instruction, guided practice, and evaluation. The Special Education department at Colbert Heights School promotes opportunities for gifted and disabled students to participate in educational activities designed to help each student achieve maximum potential. This program is a high quality program and provides continuous opportunities for students who have not met proficiency on the challenging state academic achievement standards and state academic assessments. A scientific research-based program in reading is used to focus on the related content standards. Documentation of academic progress for each student and the effectiveness of the program are communicated on a regular basis with parents.

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

Our goal is to meet the needs of all our students and identify any student who is struggling at an early stage. Colbert Heights Elementary School provides embedded intervention to ensure every student in every grade will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The embedded intervention occurs during the school day by the

instructional coach and students are provided the opportunity to devote the extra time and secure the extra support for learning. Intervention will provide informal and formal support continuously until students are proficient, based on their needs and/or until they reach grade level. Students receiving intervention are constantly changing. Intervention students will be mainly the students who are falling within Tier 2 and Tier Occasionally, there will be Tier 1 students who need intervention. RTI, Response to Instruction/Intervention, integrates core instruction, assessments, and intervention within a multi-tiered system. Teachers are expected to teach in a way that meets the needs of all students. RTI addresses both academics and behavior. Instructional support is identified in three tiers. This program is a high quality program and provides continuous opportunities for students who have not met proficiency on the challenging state academic achievement standards and state academic assessments. A scientific research-based program in reading is used to focus on the related content standards. Documentation of academic progress for each student and the effectiveness of the program are communicated on a regular basis with parents.

Component 10: Evaluation

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

Each month a meeting is held with the ACIP team to review the school wide program. Evaluation of the program is determined by student data, stakeholder input, and needs of the school overall. A successful School Leadership Team is an important part of a school's overall improvement efforts. Our School Leadership Team will access, monitor, and analyze data to ensure student success, the quality of instruction, and the effectiveness of the team in order to improve instructional practice and performance. Our school actively engages in professional learning opportunities, communication, and collaboration to implement shared instructional strategies. Monitoring is facilitated through meetings that consists of activities such as: reviewing student data to determine if the program is working, discuss new practices and/or adjustments to current practices, review student intervention efforts, and establish professional learning opportunities based on needs.

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

School data is reviewed and measured according to the outcomes stated in the ACIP. School reports and individual student achievement are studied by teachers and administrators to determine areas of strengths and weaknesses. This information determines what changes teachers need to make in their instruction. This information also drives what kinds of intervention pieces need to be put into place to support students who do not do well on the test. Attendance and discipline also play a role in student achievement. Attendance is monitored on a regular basis. Attendance officers support the school when a student has multiple absences. The school counselor makes parental contact to discuss excessive absences to determine if there is viable reason the student is absent. From this information, the team can determine if there is a need to change the current plan to meet the continuous needs of the students.

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

Formative and summative student assessments, as well as progress monitoring, determine if the plan, as written, was effective in increasing the achievement students. The data was analyzed and disaggregated into appropriate subgroups that are aligned with our Continuous Improvement Plan (CIP). We separated into subcommittees to determine our Needs Assessment for reading, math and school culture.

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

Monthly data meetings are held with the ACIP team to determine if any part of the plan requires revision based on the student data. The needed revisions are evaluated numerous times throughout the year to ensure continuous improvement of students in the schoolwide program is effective. These evaluations take place through School Leadership Team meetings, grade level and / or departmental meetings, RTI meetings, quarterly reviews, mid-year reviews, and numerous times are made throughout the quarter based on the needs of students or
SY 2016-2017

referrals for intervention and / or behavior.

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

Yes

Goal: Increased Reading Scores

The reading coach has conducted meetings with teachers to help with direct instruction in the classroom. All teachers have watched the ELEOT videos and are incorporating strategies from videos.

Activity: Library going to EXPO

The librarian has gone to the Annual Library Expo Conference and performed turn around training to all faculty members on using Capstone Interactive and Tumblebooks with students.

Activity: AR and STAR to increase Reading Comprehension

Teachers and students are taking ownership of AR to increase reading comprehension by reading books on their STAR level. Students have AR goals set and teachers are giving incentives and rewards for goals that have been accomplished. Students are also encouraged to read books on the Capstone Interactive and Tumblebooks in the e-book collection.

Activity: Apple TV and iPads

Teachers have explored using Apple TV and the usage of iPads. Now that teachers are trained in the usage of these technologies, they are using them to actively engage students in their instruction.

Goal: Parents encouraged to participate in activities that enhance student participation

Parents are encouraged to have communication with teachers through Dojo, Remind , INOW. Students also use communication notebooks for assignments that parents can read and respond to in writing.

CHES has implemented a parent involvement day for each grade. Parents are encouraged to come and be involved in AMSTI activities, field day, and/or parent lunch day.

Goal: Reduce discipline referrals

All teachers are now using the ClassDojo reward system. Parents have access to their student's Dojo account and can send messages to the teacher about their child's points. Class rewards are given on a regular basis, and school-wide rewards will be given once each semester.

Goal: Increase Attendance by 5%

Daily attendance has increased this school year. Signs are posted outside for students to encourage being on time. Students that are late must be signed in by a parent. Administration has stressed attendance in announcements and at Open House Parent Orientation. Students are only allowed 15 notes from home and then must submit a doctor's excuse for each absence thereafter.

Goal: Increase ELL proficiency on ACCESS

ELL students increased in proficiency on the ACCESS this past year. One student tested out of the ELL program.

Goal: College and Career Readiness

Each grade convenes in grade level meetings to discuss instructional best practices to be sure that all the CCRS are being taught. Each grade is responsible for writing a synopsis of each meeting and submitting it to the principal for review and feedback.

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

We did not include the goal of student performance in fractions because test scores showed a positive trend of increased proficiency.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	23.13	23.13	1,170,621.27
Administrator Units	1.00	1.0	73,767.20
Assistant Principal	0.00	0.0	0.00
Counselor	0.50	0.50	22,706.92
Librarian	1.00	1.0	56,978.16
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	4,340.00	0	4,340.00
Professional Development	1,635.00	0	1,635.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	10,392.00	0	10,392.00
Library Enhancement	545.00	0	545.00
Totals			1,340,985.55

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	204749.1

Provide a brief explanation and breakdown of expenses.

Personnel 183,356.25

Supplies 21,392.85

FTE- 3.71

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activities Provide the total.	1082.6

Provide a brief explanation and a breakdown of expenses.

Substitutes \$799.90

Travel \$282.70

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	72735.6

Provide a brief explanation and breakdown of expenses

Personnel \$68,885.60

Supplies \$3,850.00

FTE 1.49

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Colbert Heights Elementary School will provide two separate presentations of the Annual Meeting in August/September. Parents will be informed of the meetings through email, marquee outside of the school, PowerPoint Announcements on the television in the front lobby, and newsletters. A PowerPoint presentation provided by the Federal Programs Director of Colbert County Board of Education will be used to educate parents on aspects of the Title I program with an emphasis on parental rights.

The purposes of the annual meeting of parents of Title I students are as follows:

- Informing parents of the school's participation in Title I
- Explaining the requirements of Title I
- Explaining the rights of parents to be involved

The topics covered in the PowerPoint are as follows:

- What does it mean to be a Title I school?
- What is the 1% Set-Aside for parental involvement?
- What is the LEA Title I Plan?
- What is the LEA Parental Involvement Plan?
- What is a CIP?
- What is the School-Parent Compact?
- How do I request the qualifications of my child's teacher(s)?
- How will I be notified if my child is taught by a teacher who is not Highly Qualified?
- How is the Annual Evaluation of Parental Involvement Plan conducted?
- How can I be involved in all of the things I'm learning about?-During the first month of the September, CHES holds its required annual meeting of Title I parents. Parents are notified of the meeting through the following:

1. Notices sent home
2. Announcements
3. Emails
4. Phone Notices.

Topics discussed at this year's meeting were the following:

- What it means to be a Title I school?
- What is the 1% Set Aside?
- What is the LEA Parent Involvement Plan?
- What is the CIP?
- What is the School Parental Involvement Plan?
- What is the School -Parent Compact?
- How to request qualifications of your child's teacher?
- What is the Annual Evaluation of the Parental Involvement Plan?
- What is the introduction of Parent Leaders/Contacts?
- What is the timeline for this years' Parent Involvement Opportunities?

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

Colbert Heights Elementary will provide a flexible number of parental meetings offered at multiple times in order to accommodate a variety of parental schedules. The annual meeting will be offered in the morning and in the late afternoon. In addition, a variety of parenting workshops will be offered throughout the day on our parenting day in October. Additional opportunities for parents to be involved at night will take place throughout the year in the form of Open House, and other parental meetings/events. A parent is included on the Title I committee that represents parents of Colbert Heights Elementary students and on the leadership team. All Title I parents are surveyed annually as well. Our parent advisory committee meets in May to evaluate the parent involvement plan and discuss improvements to the Title I Program, as well as allocation of parent involvement funds. Use of these funds include, parenting pamphlets and copies for parenting communication. These funds also cover the cost of postage for parent letters and the printing of communicative materials to help keep parents informed and educated about our school and parenting tips. Communication is emphasized through parent/teacher conferences, progress reports, report cards, and the school handbook. Weekly communication is maintained through weekly folders including weekly class newsletters as well as daily folders and student planners. Translators are provided as necessary for parents of ELL students. A Title I handbook is provided to parents detailing the Title I program. Also included is the district-wide parental involvement policy and Parenting Survey results for the school.

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

Colbert Heights Elementary School provides parents information in a timely manner in multiple formats. All students receive daily/weekly folders or Nikky's folders or Wildcats student handbooks in which information is sent to parents on a consistent basis. Parent compacts, lunch menus, newsletters, and the Acknowledgment of Conduct are sent in the native language to Spanish speaking students if needed. Weekly newsletters are provided by each teacher to clearly communicate all aspects of the school program in order to keep parents informed on a weekly basis. Progress reports are sent as well in order to communicate academic progress to parents. Our Continuous Improvement Plan is linked to our website so parents can easily access our yearly goals and better understand the improvement process.

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

School - Parent Compact 2016-2017

The Colbert Heights Elementary School and the parents of the student participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved students academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the school year 2016-2017

SCHOOL RESPONSIBILITIES:

Colbert Heights Elementary School will do the following;

- Provide a 100% highly qualified staff to deliver high quality curriculum and instruction that is scientifically researched based with in a supportive and effective learning environment that enables the children to meet the State of Alabama's student performance achievement standards.
- Offer opportunities for parents to observe and assist with classroom activities as well as participate on parent- school committees that involve decisions concerning the school.
- Inform parents of school events and activities through newsletters, school marquee announcements, memos, calendars, and the school website.
- Provide advanced students opportunities through our county-wide PACE program.
- Hold an annual parent-teacher conference during which this compact will be discussed as it relates to the child's achievement. This also allows parents a time to meet with their child's teacher(s) to discuss their progress.
- Provide parents reasonable access to staff. Teachers are available for conferences after school hours and during their planning times if a meeting is scheduled.
- Provide parents with frequent reports on their children's progress. Notify parents of student deficiencies with deficiency reports as necessary and with report cards every six weeks.
- Supply materials and training to help parents work with their children at home to improve achievement.

PARENT RESPONSIBILITIES:

We, as parents, will support our children's learning in the following ways:

- Support my child's learning by monitoring attendance, completing homework, reading with child, monitoring television, and being involved in school activities.
- Attend parent orientation.
- Review progress reports and report cards and develop a home based reward system for good grades. I will call the school for conferences, if needed, after grading periods.
- Attend the annual conference day as well as additional conferences that are needed for the success of my child.
- Read the announcements and memos sent from school and return signed materials when necessary. I will maintain communication with my child's teacher through written notes, phone calls or e-mail.
- Attend training meetings and/or read training materials that will help improve my child's achievement.

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

Parents can contact the principal via written request at CHES, and the Superintendent at Colbert County Board of Education for any comments or dissatisfaction about the CIP Plan .

Parents that are in disagreement with the Continuous Improvement Plan will state their position to the local Title I Committee, Continuous School Improvement Leadership Team, and/or Parent Involvement Committee for review.

If no amicable solution is reached, the parent may state their dissatisfaction, in writing, to the school principal.

The principal will attach the statement to the Continuous Improvement Plan and present it to the Federal Programs Supervisor.

The LEA parent liaison will contact the parent for further information if necessary.

The Federal Programs Supervisor will review all steps in the process and make a determination based on NCLB and the best interest of students.

The parent will be contacted by the Federal Programs Program Area Specialist and notified of the decisions reached. This will be provided in writing, as well as by telephone or conference.

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

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

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

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

At our annual meeting of parents in August, Colbert Heights Elementary will hold two general meetings where information will be presented about its Title I programs, the curriculum, and forms of academic assessments used. Parents will learn about the school-wide program. They will also learn about how to schedule parent-teacher conferences. Upon request, parents will be given a copy of the student handbook, which includes detailed information on a variety of school topics. Parents will visit the classrooms and meet with the teacher to learn more specific information about how that classroom will be conducted. They will be invited to attend parenting workshops throughout the year as well. Weekly folders will be sent home which will contain information on each child's academic achievement and progress.

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

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

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

B) Over the past few years as math standards have changed, parents have requested workshops and instructions particularly in the area of math. Therefore, throughout the year, training for parents will occur in this content area. Through the efforts of our teachers and consultation with AMSTI specialists, we will provide math workshops and materials to support parents in understanding math strategies presented in the classroom.

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

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

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

C) Colbert Heights Elementary participates in an inmentor program. First year teachers are enrolled in this program which is designed to discuss strategies which aide them in working with parents and actively involving parents in their child's educational journey. All teachers are expected to welcome parents to the school, as appropriate, and to work with parents to meet the needs of students. Our school welcomes parents on a daily basis and on special events such as book fairs, Parenting Day, Parenting Meetings, and conferences.

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

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

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

Colbert Heights Elementary coordinates its parental involvement program for all parents. Kindergarten teachers hold a special reception for incoming students and parents so they will be comfortable in the school setting. A kindergarten representative speaks to parents of Pre-K children at the end of the year about preparing their preschooler for kindergarten. Colbert Heights Elementary currently has resources for parents to check-out parenting materials through our Parenting Center or Counselor.

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

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

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

Colbert Heights Elementary sends home information regarding all school meetings to parent of ESL children in Spanish. In addition, CHES Elementary has a bilingual interpreter who assists in verbally communicating, in their home language, information as needed.

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

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

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

Colbert Heights Elementary makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Parent's surveys revealed parents would like to find more ways to communicate with the school faculty. The school counselor researched the information and planned to bring this information to the faculty. Finally, childcare is provided during conference night to allow more parents to attend. This alleviates the need to find childcare. CHES faculty can communicate with parents through weekly

newsletters, ClassDOJO, Remind, the all-call system and parent conferences.

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

Colbert Heights Elementary School, to the extent possible, provides opportunities for the participation of parents with limited-English proficiency, and parents with disabilities. Every effort is made to accommodate parents with disabilities. The school building is handicap accessible. Parents who neither read nor write are given oral reports at conferences or by phone. At anytime, a limited-English interpreter can be provided. We must know in advance so a interpreter can be provided.