



## **ACIP**

**Evergreen Elementary School**

**Conecuh County School System**

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Evergreen, AL 36401

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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?**

Located in the city of Evergreen, Alabama, the only elementary school in the city, Evergreen Elementary School, serves approximately 452 students and 62 faculty and staff members. It has been lead by the same principal for the past 8 years. During the last three years, employee turnover has existed at two grade levels, kindergarten and 4th grade. This past year, two second grade teachers and one third grade teacher retired. The school was awarded the Torchbearer Award by the State Department of Education during the 2012-2013 school year. This award is representative of not only high achievement, but indicates that poverty is prevalent (96%) but not a deterrent for success. 96% of our student receive free or reduced lunches. The community is represented by a large majority who are unemployed and without a college education. Despite these factors, there exists continued support for the school. Parents are present in large numbers for all ceremonies and programs where their children are partaking. Evergreen Elementary upholds excellence on all levels and strives to provide a safe, nurturing, and stimulating environment.

## 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.**

Our mission at Evergreen Elementary School is to provide learning experiences, guidelines, knowledge, and skills necessary to meet the challenges of the future so that children can reach their optimal learning potential and develop a life-long love for learning.

Our motto is

Students and Teachers Achieving Remarkable Success is our motto.

Our Beliefs

1. When provided with appropriate instructional opportunities and conducive environment, all students can learn, achieve, and succeed.
2. Each child is unique and has value and worth.
3. Children should be provided a safe learning environment.
4. Educational experiences should incorporate all of the learning styles and should address the whole child.
5. Quality education prepares a child for real-life experiences.
6. Learning is an ongoing, life-long process.
7. Children need meaningful experiences that are developmentally appropriate.
8. High expectations increase individual student performance and self-esteem.
9. Teachers should maintain an environment that is educationally motivating and nurturing for all students.
10. Educators should exhibit a positive attitude and be exemplary role models.
11. Children need to experience some success daily.
12. Good communication is the key to involving parents, teachers, students, and community in their mutual effort to support education.

The school embodies its purpose through a curriculum that emphasizes reading and math. To address other areas, other programs are offered: Program Offerings - Beta Club, National Elementary Honor Society, Girl Scout, Basketball, 4-H, Mentoring programs, counseling program. We continuously seek to improve parent involvement, programs and services. Every effort is made to create a school culture that is founded on excellence, innovation, and skill application.

## 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.**

Torchbearer Award is bestowed upon high-poverty, high-performing schools who have exceeded annual measurable objectives with 80 percent of the assessed population scoring in levels III and IV. Evergreen Elementary received this award during the 2012-2013 school year. This award is representative of consecutive years of high achievement.

The school continues to strive for improvement in areas of intervention for low performing students.

## 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 school community is supported by community volunteers on a regular basis. Many local churches have supported the school financially for the purpose of promoting parent involvement activities throughout the year. Volunteers from the community have developed a chess club for our students to participate. Different organizations throughout Evergreen come to the school to read, supply students with weekend food packs, and to give them opportunities to be part of the community through activities such as writing contests and best scarecrow competitions.

# **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.**

A variety of stakeholders were selected to be a part of the school's improvement plan. The principal asked parents and community members to be a part of the development of the CIP. The principal informed the stakeholders of their roles by verbal communication. Meetings were scheduled after work hours to accommodate employed stakeholders.

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

Parents, community business people, a member of the local law enforcement, teachers, and staff all represent stakeholder groups for the EES school-wide plan. Everyone is asked to review the plan and the needs assessment. Ways to better student achievement are discussed and added to the plan when necessary.

**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 ACIP will be discussed at a parent meeting. A copy will be placed in the media center for viewing and uploaded to the school's website. The plan will be reviewed periodically throughout the year in PTO and parent meetings.

# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Wksht 2014

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

## Areas of Notable Achievement

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

Standard 1: Purpose and Direction is the area with the greatest overall satisfaction or approval. The average score from all surveys for standard 1 was 4.73. Standard 5: using Results for continuous improvement was another area of satisfaction with an average score of 4.65.

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

No area shows a significant increase in stakeholder satisfaction or approval. Standard 5 shows a minute decrease (0.10) in satisfaction on the teacher survey. Other standards are less than six hundredths of a point from previous years.

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

The Title I Parent Survey is consistent with these findings. According to the 2013-14 Title I Parent Survey, 95% of the parents surveyed agreed that the school encourages them to become involved in their children's education. Of those surveyed 88% said they know the academic goals and how they can be involved. The 2014-15 Title I Parent Survey has not been administered for the current school year.

## Areas in Need of Improvement

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

Standard 2: Governance and Leadership, indicated the lowest level of satisfaction or approval with an average score of 4.497. This has been a weakness for two consecutive years.

The Elementary Survey show 28.42% of the students feel that students do not treat adults with respect. Twenty percent of parents do not agree that our school's governing body does not interfere with the leadership of our school.

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

The stakeholder satisfaction or approval scores remained the same as the previous year. There was no noticeable negative trend.

### What are the implications for these stakeholder perceptions?

Purpose and direction is the highest scoring standard. It shows that teachers, parents, and students agree that our school has a clearly stated purpose that is based on shared values and supported by the policies and practices adopted by the school board. Our continuous improvement process is based on data, goals, and measures for growth.

Standard 2: Governance and leadership scored the lowest with students and parents. 5.25% of students agree that students do not treat adults with respect and 28.42% were not sure.

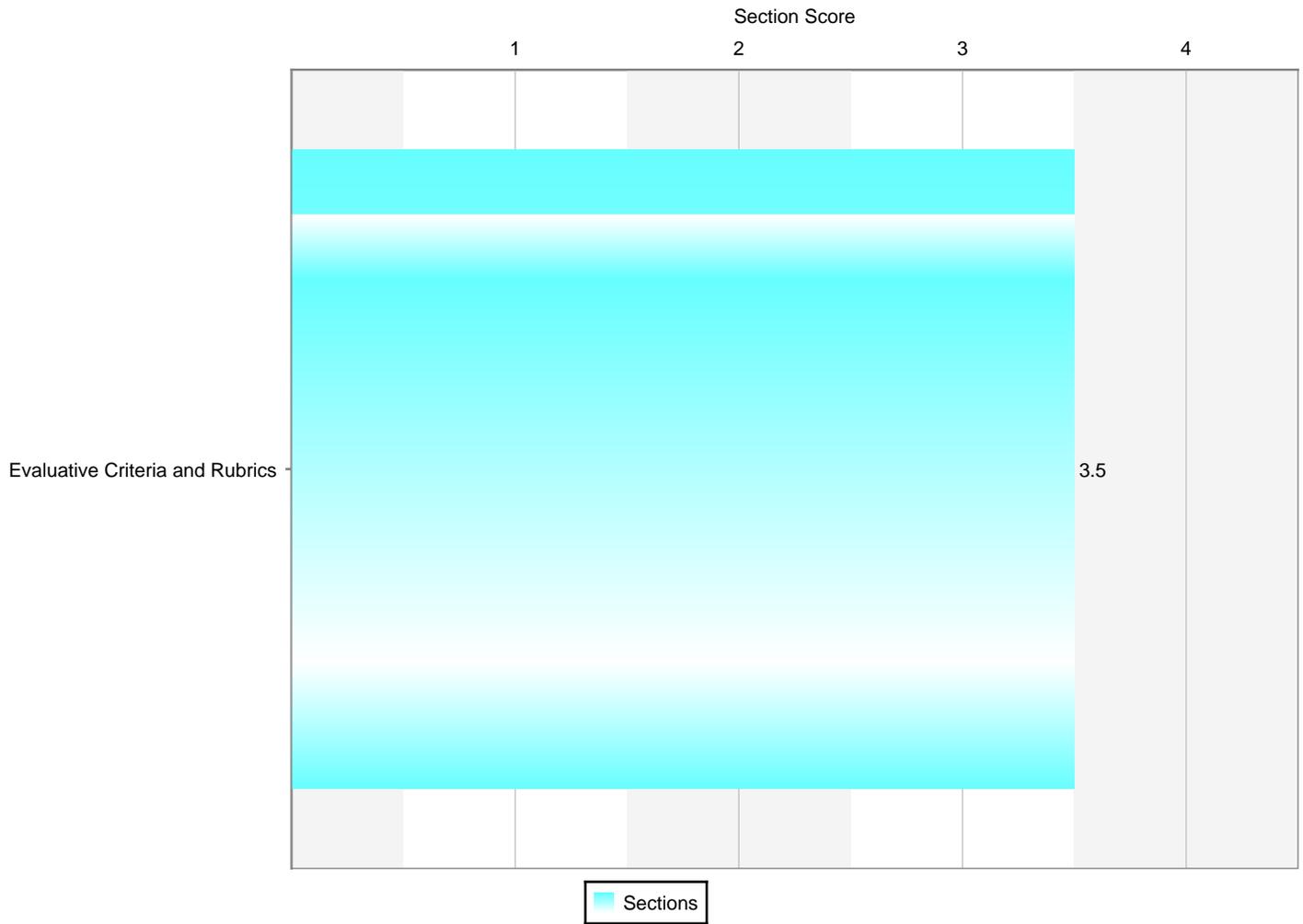
Standard 3: Teaching and Assessing for learning was the lowest with teachers. Teachers say our school lacks opportunities for students to participate in activities that interest them,

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

The Title I Parent Survey is consistent with these findings. According to the 2013-14, Title I Parent Survey, 95% of the parents surveyed agreed that the school encourages them to become involved in their children's education. Of those surveyed 88% said they know the academic goals and how they can be involved. A 2014-15 Title I Parent Survey has not been given this year.

## Report Summary

### Scores By Section



# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		EES Student Performance Wksht

## Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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 that minimal or no change has occurred in these achievement gaps.	Level 1

## Areas of Notable Achievement

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

95% of fourth grade students scored close or ready on the 2014 ACT/ASPIRE Math.

73% of fourth grade students scored close or ready on the 2014 ACT/ASPIRE Reading.

74% of fifth grade students scored close or ready on the 2014 ACT/ASPIRE Math.

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

There is no previous data to compare our current ASPIRE results. A trend can not be determined until more data is acquired from ASPIRE.

There are no positive trends on the SAT10.

### Which area(s) indicate the overall highest performance?

Fourth grade's 2014 ACT/ASPIRE results showed 95% of the students close or ready.

Fourth grade's 2014 ACT/ASPIRE results showed 73% of the students close or ready.

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

There was not a positive trend in test scores. There was improvement from last year in second grade from the previous year on the SAT10.

Third, Fourth, and Fifth grade took a new assessment (ACT/ASPIRE) and a performance trend in not available.

### Between which subgroups is the achievement gap closing?

There is no evidence of the achievement gap closing.

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

All data concludes that scores dropped from the previous year. Second grade increased in percentile rank on the SAT10 but showed no significant progress in DIBELS.

## Areas in Need of Improvement

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

Total battery results for the 2014 SAT10 showed kindergarten and first grade below the expected level of performance. First grade total reading score dropped 22% on the SAT10, from 62%-40%. First grade's performance on the 2014 SAT10 decreased in all areas tested by at least 10%.

59% of third grade students on the ACT/ASPIRE reading Need Support. 35% of fifth graders Need Support according to the ASPIRE reading assessment and 27% of fourth grader also Need Support in reading.

First and third grade decreased in the percent of students benchmarking in oral reading fluency. First grade dropped from 92% in 2012 to 79% in 2014. Third grade dropped from 64% in 2012 to 60% in 2014.

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

Kindergarten: A negative trend was shown for total/partial battery on the SAT10 (47%-43%).

First Grade: A negative trend was shown in Total Mathematics( 54% to 40%) and Mathematics Problem Solving on the SAT10 (50% to 30%).

This was our first year taking the ACT/ASPIRE so there is no data to support a trend.

### Which area(s) indicate the overall lowest performance?

59% of third grade students Need Support according to ACT/ASPIRE results in Reading.

33% of third grade students Need Support according to ACT/ASPIRE results in Math.

2nd grade scored 36% on Total Reading, 34% on Reading Vocabulary and Reading Comprehension, 39% in Total Mathematics.

First grade SAT10 percentages dropped in every area tested by more than 10%. Mathematics Problem Solving was the lowest are test for first grade with a percentile rank of 30. The lowest drop in percentile rank for first grade was in Total Reading with a decrease of 22%.

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

Grades 3rd-5th have no data to support a trend this year.

First grade shows a decreasing trend in Mathematics Problem Solving and Total Mathematics on the SAT10. In a three year period, mathematics problem solving has decreased by 20% and total mathematics has dropped by 14%.

Kindergarten students show a decreasing trend in total/partial battery on the SAT10. It is only a 4% decrease over the past three years.

**Between which subgroups is the achievement gap becoming greater?**

First grade shows a negative trend in Sentence Reading, stanine 1-3, 24% to 39%.

Phonetic Analysis w/ Vowels, stanine 1-3 increased from 3% to 15%.

Critical Analysis, stanine 1-3 increased from 32% to 51%.

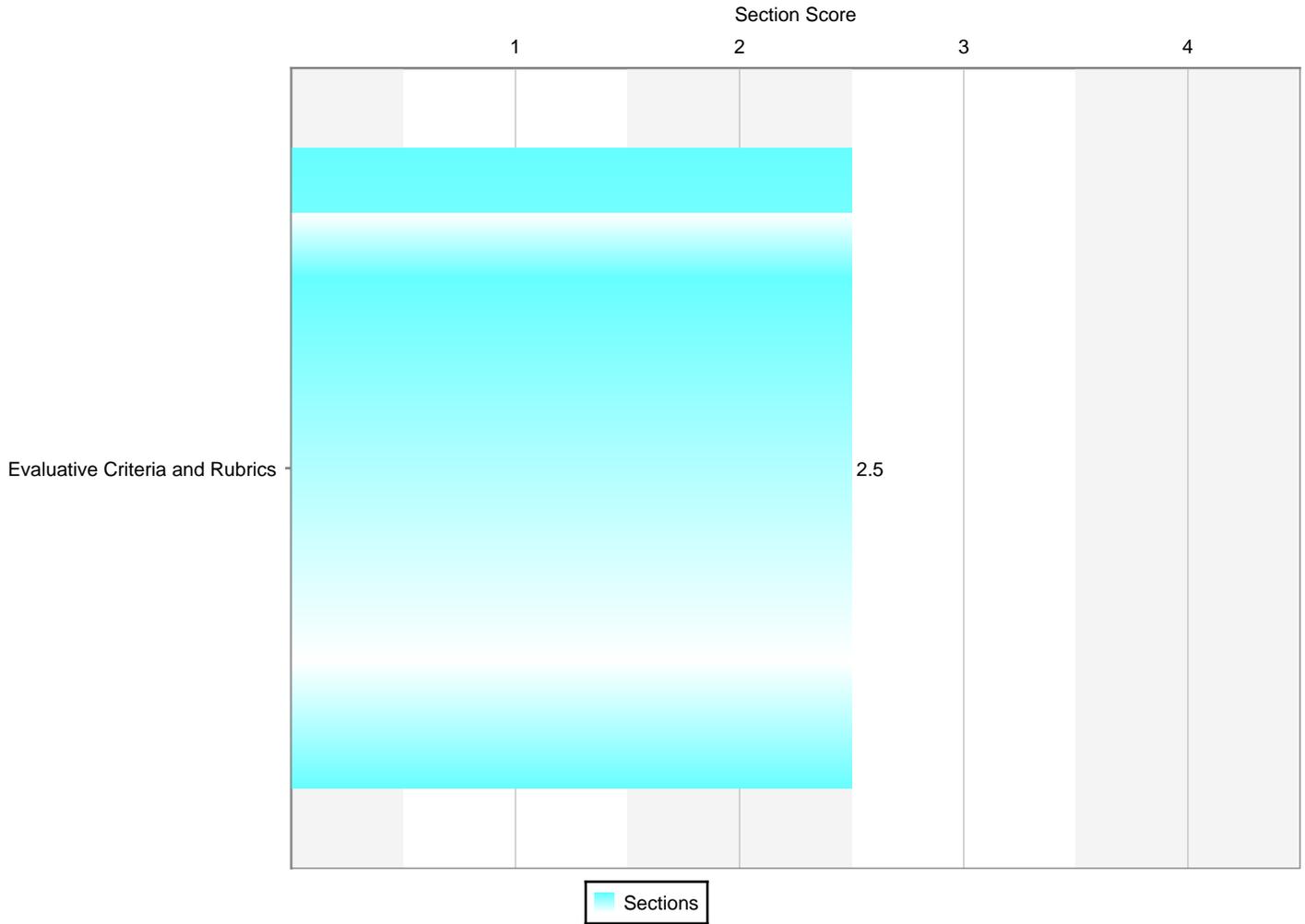
Oral reading fluency data from DIBELS show less first grade students reaching benchmark. Over the past three years the percentage of benchmarking students has decreased by 13%.

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

First grade students' decreasing scores were consistent on the SAT10 and DIBELS.

## 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		Assurances

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		non discriminatory

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 Discriminatory

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		Parental involvement

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

# **EES ACIP Plan 2014-2015**

## **Overview**

### **Plan Name**

EES ACIP Plan 2014-2015

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Evergreen Elementary School will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$3147
2	All students at Evergreen Elementary School will be proficient in math.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$3447
3	All students at EES will become efficient in emerging technology	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$5000
4	All students will make a successful transition from one grade to the next	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$500
5	All students at Evergreen Elementary School will abide by the code of conduct.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500

## Goal 1: All students at Evergreen Elementary School will become proficient readers.

### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire, Reading Street Assessments, and DIBELS.

### Strategy 1:

Differentiated Instruction - Differentiated instruction is varying the teaching methods and presentation of a lesson to suit the diverse learning styles and abilities of students in the classroom. The teachers will provide differentiated lessons daily using Scott Foresman Reading Street. Tiered Instruction, based on needs for specific skills throughout the year, will be provided at different levels of complexity, abstractness, and open-endedness. Students will be placed into tiered groups based on assessments and benchmarks. The groups will be monitored by monthly walk-thrus conducted by the system and school reading coaches and school leadership team.

Research Cited: Walpole, Sharon. (2007). Differentiated Instruction: Strategies for the Primary Grades. New York, NY: The Guilford Press.

Activity - Teacher Training on Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job embedded training and coaching of teachers on the incorporation of differentiated instructional strategies. Reading Coaches will work with teachers on implementation of differentiated instruction strategies.	Professional Learning	08/12/2014	05/29/2015	\$0	No Funding Required	Principal, teachers, county and school reading coaches.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will attend workshops to become a more effective teacher or leader.	Professional Learning	08/12/2014	05/29/2015	\$1200	Title I Part A	Principal, teachers, reading coach, media specialist

Activity - Mixed Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mixed media learning centers based on improving reading standards will be implemented during reading. By using different types of media for reading instruction, students will be actively engaged, working on skills specific to their level and interest.	Technology	08/12/2014	05/29/2015	\$1447	Title I Part A	principal, teachers, media specialist, technology coordinator

Activity - Reading Street	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Using Scott Foresman Reading Street, tiered instruction will be provided based on individual needs of specific skills. Students will be taught in groups based on assessments and benchmarks, using strategic teaching strategies.	Direct Instruction	08/12/2014	08/28/2015	\$0	No Funding Required	Principal, teachers, reading coach
<b>Activity - Reading Coach Mentoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
System and school reading coach will provide one on one mentoring to teachers to help establish reading goals among students and faculty	Professional Learning	08/12/2014	05/29/2015	\$0	No Funding Required	Principal, teachers, and system and school reading coach.
<b>Activity - Stride Academy</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A computer based program that allows students to complete a screening assessment then complete differentiated lessons based on common core standards. The program sends information to the teacher that identifies strengths and weaknesses and provides instruction for progression through the program	Academic Support Program	08/12/2014	05/29/2015	\$0	Other	Teachers and administrators

**Strategy 2:**

Common Core - Teachers will continue implementing the common Core Standards in their reading curriculum .

Research Cited: Understanding Common Core Standards. John Kendall, 2011.

<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted Common Core Standards.	Professional Learning	08/12/2014	05/29/2015	\$500	Title II Part A	LEA, Principal, System and School Reading Coach, Teachers, Media Specialist, CCRS Implementation Team.

**Strategy 3:**

Explicit Instruction - Topics and contents are broken down into small parts and taught individually through explicit instruction. Teachers explain, demonstrate and practice. Children are provided with guidance and structured frameworks. Topics are taught in a logical order and directed by the teacher.

Teachers will model skills and behaviors and model thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students. The process is effective when students are attentively listening and actively engaged.

Research Cited: Explicit Instruction: Effective & Efficient Teaching. Archer, Anita, 2011.

Activity - Whole Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explicitly instruct students in a whole group setting. Teacher will utilize the I-WE-YOU approach to explicit instruction.	Academic Support Program	08/12/2014	05/29/2015	\$0	No Funding Required	Principal, System and school reading coach, Teacher

## Goal 2: All students at Evergreen Elementary School will be proficient in math.

### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2015 as measured by the ACT Aspire, County Math Assessments, and SAT.

### Strategy 1:

Differentiated Instruction - Tiered assignments are used to instruct students on essential skills that are provided at different levels of complexity and abstractness.

Research Cited: Differentiating Math Instruction, William N. Bender, 2009.

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed into tiered groups based on needs for specific skills throughout the year.	Direct Instruction	08/12/2014	05/29/2015	\$0	No Funding Required	Principal, Teachers, Math Coach

Activity - Math Centers with Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Centers of mixed media will be in place to provide high interest activities that focus on specific math skills. iPad Apps, STAR Math, online and purchased math programs will be used.	Technology	08/12/2014	05/29/2015	\$1447	Title I Part A	Principal, teachers, and math coach.

Activity - Teacher Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continuously learn ways to provide differentiated instruction in their classroom through professional development, system math coach guidance, and personal pursuits.	Professional Learning	08/12/2014	05/29/2015	\$2000	Title II Part A, No Funding Required	Principal, teachers, and math coach

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Activity - Math Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System math coach will provide differentiated instruction to a small group of students in each grade level based on assessment scores and skill deficiencies.	Direct Instruction	08/12/2014	05/29/2015	\$0	No Funding Required	Principal, teacher, and math coach

**Strategy 2:**

Cooperative Learning - Cooperative Learning uses small teams of students of different levels of ability to complete a variety of learning activities to improve the understanding of a subject.

Research Cited: Alabama Math Science Technology Initiative

Activity - AMSTI Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in inquiry-based activities using AMSTI math materials and objectives	Direct Instruction	08/12/2014	05/29/2015	\$0	No Funding Required	Principal, teacher, and math coach

**Strategy 3:**

Common Core - Teacher will continue to implement Common Core Standards in the County-wide math curriculum .

Research Cited: Understanding the Common Core Standards, John Kendall, 2011.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided additional learning of the common core standards in the math curriculum . Activities will be directed by local LEA and System Math Coach.	Professional Learning	08/12/2014	05/29/2015	\$0	No Funding Required	LEA, Principal, System Math Coach, Teachers, CCRS Implementation Team

**Goal 3: All students at EES will become efficient in emerging technology****Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in the effective use of technology as a learning tool in Reading by 05/29/2015 as measured by the completion of an assignment.

**Strategy 1:**

Professional Development for Emerging Technology - Teachers will receive professional development to develop educational technology materials and uses.

Research Cited: Emerging Technologies for the Classroom: A learning Sciences Perspective, Chrystalla Mouza, 2012.

**ACIP**

Evergreen Elementary School

Activity - Assist Teacher with Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to improve instruction through technology by providing activities to enhance reading instruction	Professional Learning	08/12/2014	05/29/2015	\$1500	Title II Part A	Principal, teacher, and system and school reading coach.

Activity - Assist Teacher with Math Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to help development technology skills when teaching math.	Professional Learning	08/12/2014	05/29/2015	\$500	Title II Part A	Principal, teachers, and system math coach.

**Strategy 2:**

Technology to learn - Students will use computers and ipads to engage in reading and math skills. The use of technology will assist students in meeting their reading and math goals.

Research Cited: Using Technology in the Classroom, Bitter, Gary. 2004.

Activity - Programs and Games	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in programs on the iPads and in the computer labs to increase reading comprehension and math skills.(Accelerated Reader , Big Universe, STAR Reading, Math Facts in a Flash, STRIDE Academy, A+ Learning and online activities)	Technology	08/12/2014	05/29/2015	\$1000	Title I Part A	Principal, Teachers, Media Specialist, County Technology Coordinator

Activity - Using Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will become familiar with different types of technology and use it in the classroom to enhance learning.	Technology	08/12/2014	05/29/2015	\$2000	Title I Part A	Principal, teachers, county technology coordinator, media specialist

**Goal 4: All students will make a successful transition from one grade to the next**

**Measurable Objective 1:**

collaborate to ensure that all students make a successful transition from one grade level to the next and from one school to the next. by 05/29/2015 as measured by beginning of the year achievement data..

**Strategy 1:**

School transitions - Principal, teachers, and counselors will collaborate to ensure a successful grade level transition. Orientations will be in place to ensure all students become familiar of the expectations of the next grade level or receiving school.

Research Cited: School transitions: the beginning of the end or a new beginning? , Lorin W. Anderson, 2000.

Activity - K4 Checklist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a check list for reading and math skills to ensure Kindergarten readiness.	Academic Support Program	08/12/2014	05/29/2015	\$0	No Funding Required	Principal and K4 teachers
Activity - Summer Packets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given summer readiness packets to ensure retention of learned materials and to prepare them for the next school year.	Academic Support Program	08/12/2014	05/29/2015	\$500	Title I Part A	Principal and teachers
Activity - New school transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th grade teachers from Thurgood Marshall Middle School will schedule a visit with the 5th graders at EES to orientate them on expectations for the upcoming school year.	Other	08/12/2014	05/29/2015	\$0	No Funding Required	Teachers and principal

**Goal 5: All students at Evergreen Elementary School will abide by the code of conduct.****Measurable Objective 1:**

demonstrate a proficiency in character development by 05/29/2015 as measured by The end of the year SIR Report..

**Strategy 1:**

Character Education - The school counselor provides various forms of character education to supplement what the students will receive from the classroom teacher.

Research Cited: Comprehensive Counseling and Guidance State Model for Alabama Public Schools, Ed Richardson, 2003.

Activity - Daily Character Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Evergreen Elementary School

Counselor develops daily character education lessons to be implemented school-wide.	Behavioral Support Program	08/19/2013	05/30/2014	\$0	No Funding Required	Principal, Teachers, Counselor
<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers and staff will receive professional development to learn strategies to increase positive behavior of students in the classroom.	Behavioral Support Program	08/12/2014	05/29/2015	\$500	Title I Part A	Administrator, faculty, and staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted Common Core Standards.	Professional Learning	08/12/2014	05/29/2015	\$500	LEA, Principal, System and School Reading Coach, Teachers, Media Specialist, CCRS Implementation Team.
Teacher Learning	Teachers will continuously learn ways to provide differentiated instruction in their classroom through professional development, system math coach guidance, and personal pursuits.	Professional Learning	08/12/2014	05/29/2015	\$2000	Principal, teachers, and math coach
Assist Teacher with Math Technology	Professional development will be provided to help development technology skills when teaching math.	Professional Learning	08/12/2014	05/29/2015	\$500	Principal, teachers, and system math coach.
Assist Teacher with Reading Instruction	Professional development will be provided to improve instruction through technology by providing activities to enhance reading instruction	Professional Learning	08/12/2014	05/29/2015	\$1500	Principal, teacher, and system and school reading coach.
<b>Total</b>					<b>\$4500</b>	

### Other

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

Evergreen Elementary School

Stride Academy	A computer based program that allows students to complete a screening assessment then complete differentiated lessons based on common core standards. The program sends information to the teacher that identifies strengths and weaknesses and provides instruction for progression through the program	Academic Support Program	08/12/2014	05/29/2015	\$0	Teachers and administrators
<b>Total</b>					\$0	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
New school transition	6th grade teachers from Thurgood Marshall Middle School will schedule a visit with the 5th graders at EES to orientate them on expectations for the upcoming school year.	Other	08/12/2014	05/29/2015	\$0	Teachers and principal
Professional Development	Teachers will be provided additional learning of the common core standards in the math curriculum . Activities will be directed by local LEA and System Math Coach.	Professional Learning	08/12/2014	05/29/2015	\$0	LEA, Principal, System Math Coach, Teachers, CCRS Implementation Team
Daily Character Education	Counselor develops daily character education lessons to be implemented school-wide.	Behavioral Support Program	08/19/2013	05/30/2014	\$0	Principal, Teachers, Counselor
AMSTI Math	Teachers will engage students in inquiry-based activities using AMSTI math materials and objectives	Direct Instruction	08/12/2014	05/29/2015	\$0	Principal, teacher, and math coach
Reading Coach Mentoring	System and school reading coach will provide one on one mentoring to teachers to help establish reading goals among students and faculty	Professional Learning	08/12/2014	05/29/2015	\$0	Principal, teachers, and system and school reading coach.
Reading Street	Using Scott Foresman Reading Street, tiered instruction will be provided based on individual needs of specific skills. Students will be taught in groups based on assessments and benchmarks, using strategic teaching strategies.	Direct Instruction	08/12/2014	08/28/2015	\$0	Principal, teachers, reading coach
Teacher Training on Differentiated Instruction	Job embedded training and coaching of teachers on the incorporation of differentiated instructional strategies. Reading Coaches will work with teachers on implementation of differentiated instruction strategies.	Professional Learning	08/12/2014	05/29/2015	\$0	Principal, teachers, county and school reading coaches.

**ACIP**

Evergreen Elementary School

Teacher Learning	Teachers will continuously learn ways to provide differentiated instruction in their classroom through professional development, system math coach guidance, and personal pursuits.	Professional Learning	08/12/2014	05/29/2015	\$0	Principal, teachers, and math coach
Tiered Instruction	Students will be placed into tiered groups based on needs for specific skills throughout the year.	Direct Instruction	08/12/2014	05/29/2015	\$0	Principal, Teachers, Math Coach
Whole Group	Teachers will explicitly instruct students in a whole group setting. Teacher will utilize the I-WE-YOU approach to explicit instruction.	Academic Support Program	08/12/2014	05/29/2015	\$0	Principal, System and school reading coach, Teacher
K4 Checklist	Teachers will use a check list for reading and math skills to ensure Kindergarten readiness.	Academic Support Program	08/12/2014	05/29/2015	\$0	Principal and K4 teachers
Math Coach	System math coach will provide differentiated instruction to a small group of students in each grade level based on assessment scores and skill deficiencies.	Direct Instruction	08/12/2014	05/29/2015	\$0	Principal, teacher, and math coach
<b>Total</b>					<b>\$0</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers and staff will receive professional development to learn strategies to increase positive behavior of students in the classroom.	Behavioral Support Program	08/12/2014	05/29/2015	\$500	Administrator, faculty, and staff
Professional Development	Teachers and staff will attend workshops to become a more effective teacher or leader.	Professional Learning	08/12/2014	05/29/2015	\$1200	Principal, teachers, reading coach, media specialist
Using Technology	Students will become familiar with different types of technology and use it in the classroom to enhance learning.	Technology	08/12/2014	05/29/2015	\$2000	Principal, teachers, county technology coordinator, media specialist
Summer Packets	Students are given summer readiness packets to ensure retention of learned materials and to prepare them for the next school year.	Academic Support Program	08/12/2014	05/29/2015	\$500	Principal and teachers

**ACIP**

Evergreen Elementary School

Programs and Games	Students will participate in programs on the iPads and in the computer labs to increase reading comprehension and math skills.(Accelerated Reader , Big Universe, STAR Reading, Math Facts in a Flash, STRIDE Academy, A+ Learning and online activities)	Technology	08/12/2014	05/29/2015	\$1000	Principal, Teachers, Media Specialist, County Technology Coordinator
Mixed Media	Mixed media learning centers based on improving reading standards will be implemented during reading. By using different types of media for reading instruction, students will be actively engaged, working on skills specific to their level and interest.	Technology	08/12/2014	05/29/2015	\$1447	principal, teachers, media specialist, technology coordinator
Math Centers with Media	Centers of mixed media will be in place to provide high interest activities that focus on specific math skills. IPad Apps, STAR Math, online and purchased math programs will be used.	Technology	08/12/2014	05/29/2015	\$1447	Principal, teachers, and math coach.
<b>Total</b>					<b>\$8094</b>	

# **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.**

1.) School-wide Title I: Open House is held in August to relay to parents the importance of and any changes made to the ACIP, the school's curriculum, our reading program, and the grading criteria. This information will be explained in a manner that is easily understood. TransAct will be utilized if needed for English Language Learners.

2) PTO and mandated K4 meetings

3) Parents serve on various committees: ACIP, grading criteria, accreditation, and the school-wide parental involvement committee.

4) Funds are used for materials and supplies for parent hand books, news letters, and to purchase paper and or ink to use for communicating purposes.

### **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.**

1) During Open House, at the beginning of the school year, Evergreen Elementary School will hold a general meeting where information will be presented about its programs, the curriculum, and forms of academic assessment used. Parents will learn about the following subjects taught: reading, math, language, science, social studies. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parents will be given a copy of the parent handbook, which includes more detailed information on these topics and a copy of the parental involvement plan. Upon conclusion of the general meeting, parents will be invited to visit their child's classroom and meet their teachers. At this time, teachers will provide additional information on the subjects taught and how students are individually assessed.

PTO meetings are held quarterly throughout the year. State-wide parent/teacher day is scheduled yearly. Parent news letters are sent home monthly to keep parents informed. Parents may schedule conferences with teachers and phone calls to parent/teacher can be utilized.

Weekly folders are sent home. The EES Website is accessible to all parents to message teachers or administration.

2) Parents are active in the planning, reviewing and updating of the Title I Continuous Improvement Plan. They serve as members of the PTO and ACIP Committee, providing them the opportunity to express concerns or make suggestions concerning the ACIP.

3) Parental Involvement funds are used to produce monthly newsletters to parents; Produce students handbooks; Purchase supplies and paper for parent communications; Blackboard Connect - telephone communication system.

### **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.**

School website provides a comprehensive view of the school

Monthly newsletters outline activities and provide pertinent school information

Weekly progress folders are sent home to notify parents of their child's work and provide feedback to teacher.

School Messenger phone message system is used to notify parents of upcoming events

Parent/Teacher conference is scheduled yearly.

Accelerated Reader Home Connect allows parents to access their child's AR scores online

Evergreen Elementary School Facebook page keeps parents up to date and posts information almost daily.

Parents receive handbooks at the beginning of each school term that contain all policies and pertinent school information information

Parents are encouraged to participate in monthly parental involvement meetings

Open house is a time for explaining the curriculum to parents, the different assessments that will be given throughout the year, grading criteria, and honor's programs are explained by the administrator.

Title I meetings are held annually to relate to parents the importance of Title I and how the funds are utilized. The ACIP is briefly reviewed and volunteers for the upcoming year are asked to participate.

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

The School-Home Compact was jointly developed by a team of school and parent stakeholders to ensure everyone is working toward the common goal of helping students achieve proficiency on Alabama's academic content and Common Core standards. The compact is updated as needed by stakeholders. It is discussed with parents and students during the first weeks of school. It is distributed at the beginning of the school year for signatures that bind the agreements. The signed compact is kept in the office. The Student/Teacher/Parent Compact states: Evergreen Elementary School Will:

I. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

A. Focus on the essential facts, concepts, principles, skills, and attitudes that professionals and experts in the discipline value most.

B. Provide clearly and in-depthly how the essential information, concepts, principles, and skills work to make meaning and in understanding where, and how to use what they learn.

C. Engage the students affectively and cognitively in state adopted academic programs.

D. To employ highly qualified staff and provide on going professional development that meet the identified needs of students and teachers.

E. Address needs of all types of learners through different instructions.

F. Ensure a safe, orderly environment, and to establish procedures and practices that support the overall school environment.

G. Outline school system level reading, math coaches in areas of identified need.

II. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

-During Open-House in August-Statewide Parenting Day-Parent/Teacher Conference-PTO Meetings

III. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

-Graded papers will be provided each Wednesday in school-provide take home folders. Behavior reports will be provided as needed to all

parents. Parents will maintain contact as needed by phone and/or in written form. Progress reports will be distributed every 4 ½ weeks.

Report cards will be distributed at the conclusion of each nine weeks.

IV. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

-Planning Block. After or before the school day. Before the instructional school day begins, or after school until 3:00 pm. Conferences will be held in the office or teacher's classroom.

V. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

The school will provide the opportunity for parents to communicate with the classroom teacher or principal.

Parents can schedule confere

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

In September of each year, EES reviews and revises its Alabama Continuous Improvement Plan (ACIP). All parents are notified of the review through their attendance of the yearly Title I meeting and in the September and October monthly news letter. The notices make parents aware that the plan is under review and they may make suggestions regarding the revision. If a parent finds the plan to be unsatisfactory, they may submit their concerns to the school or to the Conecuh County Federal Programs Director.

### **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)**

EES Annual Open House is held during the first month of school. At this time, parents are given an overview of the School wide Program to include but not limited to: School-Home Compacts, Parental Involvement Needs Survey, Parental Involvement Policy, School grading policy.

Parents will be informed of assessments their child will be taking during the year

DIBELS-grade K-3

Alabama Science Assessment-Grade 5

SAT 10- Grades K-2

ARMT- Grades 3-5

Accelerated Reader- Grades K-5

STAR Reading- Grades 1-5

ScottForesman Reading Street Benchmark and Assessments

County-Wide Math Assessment- Grade K-5

INOW Home Portal is available for parents to access student performance on a daily basis. Student Behavior is also available for parents to access. This enable parents to keep a continuous watch on student 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)**

Parents will have access to the school website to stay in constant contact with teachers via electronic mail.

A summer packet was available to all students containing skill practice sheets for the upcoming school year. Parents are encouraged to work with the students daily to foster the retention of essential skills and prepare student's for the next grade level. Incentives are given to all that complete and return packets at the beginning of the school year.

STRIDE Academy is an internet based learning tool that can be accessed at home.

EES Parental Involvement Committee meets monthly to collaborate on various ways for parents to participate not only in their child's education but how to include them in the school community.

Mandatory parental workshops are provided by K4 instructors on ways to partner with the school in educating their children.

**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)**

Evergreen Elementary stakeholders will continue to communicate their belief that parents are essential partners in the educational process. Parents are encouraged to volunteer and participate in activities throughout the school year. They are notified of all activities via School Messenger, Facebook, and monthly calenders.

EES's PTO also provides ways for parents to become involved in activities. A statewide-parent/teacher day is scheduled yearly. The compact will be revisited at this time as a reminder to our dedication to work as partners to benefit the education of our students.

**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)**

The Conecuh County Resource Center provides monthly publications, Home Connection, to support parental and curriculum needs. Scheduled events will give students an opportunity to show their parents what is going on in their classroom.

**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)**

A monthly newsletter is sent to parents to communicate activities, programs, and upcoming meetings. School Messenger is a phone communication program that allows us to notify parents of any pertinent school related information, such as: report cards, testing dates, and to relate any unscheduled closings of the school. A school website accessible to parents to transfer information. Evergreen Elementary also uses social networking sites (Facebook, Twitter, and Google +) to send daily messages from the school.

**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)**

Evergreen Elementary School makes every effort to communicate and meet the needs of our parents. Conferences are scheduled at the parent's convenience and the option of phone conference is available. Parent workshops are provided to K4 parents. School Messenger is set up to remind parents of upcoming events. An LCD monitor in the main foyer runs a slideshow of upcoming events and special recognition throughout the school year. A Parental Involvement committee meets monthly to encourage parent participation and to supply parents with activities to enable them to become a part of the school community.

**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.**

All academic results are related to the parents verbally and in written form. Group and individual settings are provided to achieve a better understanding of academic assessment results.

# 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?

When data is available in the summer, the CIP team meets to begin to disaggregate data. This process extends into early August. We look at scores from ACT/ASPIRE, SAT10, DIBELS, End of the year Reading Assessments, and County-wide math data.

We add the data to update the longitudinal study to examine trends. We do the same for DIBELS ACT/ASPIRE, SAT 10, and End of the Year Reading and Math data. We also use the minutes from monthly data meetings to determine which students are in need of intervention, utilizing RTI framework.

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

We found that K5 shows a negative trend in total battery for the SAT10 assessment. The total reading improved 6% but the total mathematics declined 1%.

first grade students SAT10 scores shows a loss in percentages in all areas tested. The largest, 22% in total reading. Each category shows at least a 10% decline in student performance. Benchmarking first grade students declined from 92% to 72% in DIBELS. First grade stanine group 1-3 increased in Sentence reading, phonetic analysis and critical analysis.

2nd Grade improved on student performance in all areas tested on the SAT10. The scores, while an improvement, are not as good as 2012 SAT10 scores.

Only 42% of third grade students were close or ready on the ACT ASPIRE in reading while 67% were close and ready in math.

95% of fourth grade students were close or ready in math on the ASPIRE, 73% in reading

65% of fifth grade students were close or ready in reading and 74% in math on the ASPIRE.

### 3. What conclusions were drawn from the results?

All grade levels show a weakness in reading in all areas assessed. Fourth grade math is a strength according to ASPIRE data. Second grade shows improvement but more improvement is needed to compare with 2012 results.

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

Student achievement is influenced by demographic data. Many students come from single parent homes. many of these parents do not have a high school diploma and only a minute percentage attended college. 96% of the students at EES receive free or reduced lunches. A large number of our students do not have access to resources and support at home to fully develop skills needed to succeed.

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

The goals are set to prioritize the needs of our students. Reading, math and technology skills are needed in order to be career and college ready.

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

We are focusing on providing additional instructional time and opportunities for students to master necessary skills. Additional resources are provided to engage students in the learning process. DIBELS, Reading Street Fluency Test, Reading Street unit Test, County Math Test and ACT/ASPIRE is the data used to analyze and determine our goals.

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

The whole school population will receive the benefits of instructional strategies. The disadvantaged students receive additional time through differentiated instruction. In analyzing school programs it was noted that the reading program that is being currently used does not engage students in applying reading skills to unknown text. Students not meeting academic goals will be referred to RTI for additional learning strategies. Intervention is also provided by an intervention coach to students who need extra time to master a skill. Students who are in the Special Education Program will have IEPs to help provide additional support in the classroom.

## Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

#### Goal 1:

All students at Evergreen Elementary School will become proficient readers.

#### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire, Reading Street Assessments, and DIBELS.

#### Strategy1:

Differentiated Instruction - Differentiated instruction is varying the teaching methods and presentation of a lesson to suit the diverse learning styles and abilities of students in the classroom. The teachers will provide differentiated lessons daily using Scott Foresman Reading Street. Tiered Instruction, based on needs for specific skills throughout the year, will be provided at different levels of complexity, abstractness, and open-endedness. Students will be placed into tiered groups based on assessments and benchmarks. The groups will be monitored by monthly walk-thrus conducted by the system and school reading coaches and school leadership team.

Research Cited: Walpole, Sharon. (2007). Differentiated Instruction: Strategies for the Primary Grades. New York, NY: The Guilford Press.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will attend workshops to become a more effective teacher or leader.	Professional Learning			08/12/2014	05/29/2015	\$1200 - Title I Part A	Principal, teachers, reading coach, media specialist

Activity - Reading Coach Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and school reading coach will provide one on one mentoring to teachers to help establish reading goals among students and faculty	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, and system and school reading coach.

Activity - Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Scott Foresman Reading Street, tiered instruction will be provided based on individual needs of specific skills. Students will be taught in groups based on assessments and benchmarks, using strategic teaching strategies.	Direct Instruction			08/12/2014	08/28/2015	\$0 - No Funding Required	Principal, teachers, reading coach

Activity - Teacher Training on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded training and coaching of teachers on the incorporation of differentiated instructional strategies. Reading Coaches will work with teachers on implementation of differentiated instruction strategies.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, county and school reading coaches.

Activity - Mixed Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mixed media learning centers based on improving reading standards will be implemented during reading. By using different types of media for reading instruction, students will be actively engaged, working on skills specific to their level and interest.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	principal, teachers, media specialist, technology coordinator

Activity - Stride Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A computer based program that allows students to complete a screening assessment then complete differentiated lessons based on common core standards. The program sends information to the teacher that identifies strengths and weaknesses and provides instruction for progression through the program	Academic Support Program			08/12/2014	05/29/2015	\$0 - Other	Teachers and administrators

**Strategy2:**

Explicit Instruction - Topics and contents are broken down into small parts and taught individually through explicit instruction. Teachers explain, demonstrate and practice. Children are provided with guidance and structured frameworks. Topics are taught in a logical order and directed by the teacher.

Teachers will model skills and behaviors and model thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students. The process is effective when students are attentively listening and actively engaged.

Research Cited: Explicit Instruction: Effective & Efficient Teaching. Archer, Anita, 2011.

Activity - Whole Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly instruct students in a whole group setting. Teacher will utilize the I-WE-YOU approach to explicit instruction.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, System and school reading coach, Teacher

**Strategy3:**

Common Core - Teachers will begin initial implementation of the common Core Standards in their reading curriculum .

Research Cited: Understanding Common Core Standards. John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted Common Core Standards.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title II Part A	LEA, Principal, System and School Reading Coach, Teachers, Media Specialist, CCRS Implementation Team.

**Goal 2:**

All students at Evergreen Elementary School will be proficient in math.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2015 as measured by the ACT Aspire, County Math Assessments, and SAT.

**Strategy1:**

Differentiated Instruction - Tiered assignments are used to instruct students on essential skills that are provided at different levels of complexity and abstractness.

Research Cited: Differentiating Math Instruction, William N. Bender, 2009.

Activity - Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed into tiered groups based on needs for specific skills throughout the year.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, Math Coach

Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach will provide differentiated instruction to a small group of students in each grade level based on assessment scores and skill deficiencies.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

**ACIP**

Evergreen Elementary School

Activity - Math Centers with Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Centers of mixed media will be in place to provide high interest activities that focus on specific math skills. IPad Apps, STAR Math, online and purchased math programs will be used.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	Principal, teachers, and math coach.

Activity - Teacher Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continuously learn ways to provide differentiated instruction in their classroom through professional development, system math coach guidance, and personal pursuits.	Professional Learning			08/12/2014	05/29/2015	\$2000 - Title II Part A \$0 - No Funding Required	Principal, teachers, and math coach

**Strategy2:**

Cooperative Learning - Cooperative Learning uses small teams of students of different levels of ability to complete a variety of learning activities to improve the understanding of a subject.

Research Cited: Alabama Math Science Technology Initiative

Activity - AMSTI Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in inquiry-based activities using AMSTI math materials and objectives	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

**Strategy3:**

Common Core - Teacher will continue to implement Common Core Standards in the County-wide math curriculum .

Research Cited: Understanding the Common Core Standards, John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided additional learning of the common core standards in the math curriculum . Activities will be directed by local LEA and System Math Coach.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	LEA, Principal, System Math Coach, Teachers, CCRS Implementation Team

**Goal 3:**

All students at EES will become efficient in emerging technology

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in the effective use of technology as a learning tool in Reading by 05/29/2015 as measured by the completion of an assignment.

**Strategy1:**

Technology to learn - Students will use computers and ipads to engage in reading and math skills. The use of technology will assist students in meeting their reading and math goals.

Research Cited: Using Technology in the Classroom, Bitter, Gary. 2004.

Activity - Using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will become familiar with different types of technology and use it in the classroom to enhance learning.	Technology			08/12/2014	05/29/2015	\$2000 - Title I Part A	Principal, teachers, county technology coordinator, media specialist

Activity - Programs and Games	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in programs on the iPads and in the computer labs to increase reading comprehension and math skills.(Accelerated Reader , Big Universe, STAR Reading, Math Facts in a Flash, STRIDE Academy, A+ Learning and online activities)	Technology			08/12/2014	05/29/2015	\$1000 - Title I Part A	Principal, Teachers, Media Specialist, County Technology Coordinator

**Strategy2:**

Professional Development for Emerging Technology - Teachers will receive professional development to develop educational technology materials and uses.

Research Cited: Emerging Technologies for the Classroom: A learning Sciences Perspective, Chrystalla Mouza, 2012.

Activity - Assist Teacher with Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to improve instruction through technology by providing activities to enhance reading instruction	Professional Learning			08/12/2014	05/29/2015	\$1500 - Title II Part A	Principal, teacher, and system and school reading coach.

Activity - Assist Teacher with Math Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to help development technology skills when teaching math.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title II Part A	Principal, teachers, and system math coach.

**Goal 4:**

All students will make a successful transition from one grade to the next

**Measurable Objective 1:**

collaborate to ensure that all students make a successful transition from one grade level to the next and from one school to the next. by 05/29/2015 as measured by beginning of the year achievement data..

**Strategy1:**

School transitions - Principal, teachers, and counselors will collaborate to ensure a successful grade level transition. Orientations will be in place to ensure all students become familiar of the expectations of the next grade level or receiving school.

Research Cited: School transitions: the beginning of the end or a new beginning? , Lorin W. Anderson, 2000.

Activity - New school transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade teachers from Thurgood Marshall Middle School will schedule a visit with the 5th graders at EES to orientate them on expectations for the upcoming school year.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers and principal

Activity - Summer Packets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given summer readiness packets to ensure retention of learned materials and to prepare them for the next school year.	Academic Support Program			08/12/2014	05/29/2015	\$500 - Title I Part A	Principal and teachers

Activity - K4 Checklist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a check list for reading and math skills to ensure Kindergarten readiness.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal and K4 teachers

**Goal 5:**

All students at Evergreen Elementary School will abide by the code of conduct.

**Measurable Objective 1:**

demonstrate a proficiency in character development by 05/29/2015 as measured by The end of the year SIR Report..

**Strategy1:**

Character Education - The school counselor provides various forms of character education to supplement what the students will receive from the classroom teacher.

Research Cited: Comprehensive Counseling and Guidance State Model for Alabama Public Schools, Ed Richardson, 2003.

**ACIP**

Evergreen Elementary School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will receive professional development to learn strategies to increase positive behavior of students in the classroom.	Behavioral Support Program			08/12/2014	05/29/2015	\$500 - Title I Part A	Administrator, faculty, and staff

Activity - Daily Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor develops daily character education lessons to be implemented school-wide.	Behavioral Support Program			08/19/2013	05/30/2014	\$0 - No Funding Required	Principal, Teachers, Counselor

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

All students at Evergreen Elementary School will become proficient readers.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire, Reading Street Assessments, and DIBELS.

**Strategy1:**

Common Core - Teachers will begin initial implementation of the common Core Standards in their reading curriculum .

Research Cited: Understanding Common Core Standards. John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted Common Core Standards.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title II Part A	LEA, Principal, System and School Reading Coach, Teachers, Media Specialist, CCRS Implementation Team.

**Strategy2:**

Explicit Instruction - Topics and contents are broken down into small parts and taught individually through explicit instruction. Teachers explain, demonstrate and practice. Children are provided with guidance and structured frameworks. Topics are taught in a logical order and directed by the teacher.

Teachers will model skills and behaviors and model thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students. The process is effective when students are attentively listening and actively engaged.

Research Cited: Explicit Instruction: Effective & Efficient Teaching. Archer, Anita, 2011.

Activity - Whole Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly instruct students in a whole group setting. Teacher will utilize the I-WE-YOU approach to explicit instruction.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, System and school reading coach, Teacher

**Strategy3:**

Differentiated Instruction - Differentiated instruction is varying the teaching methods and presentation of a lesson to suit the diverse learning styles and abilities of students in the classroom. The teachers will provide differentiated lessons daily using Scott Foresman Reading Street. Tiered Instruction, based on needs for specific skills throughout the year, will be provided at different levels of complexity, abstractness, and open-endedness. Students will be placed into tiered groups based on assessments and benchmarks. The groups will be monitored by monthly walk-thrus conducted by the system and school reading coaches and school leadership team.

Research Cited: Walpole, Sharon. (2007). Differentiated Instruction: Strategies for the Primary Grades. New York, NY: The Guilford Press.

Activity - Reading Coach Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and school reading coach will provide one on one mentoring to teachers to help establish reading goals among students and faculty	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, and system and school reading coach.

Activity - Stride Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A computer based program that allows students to complete a screening assessment then complete differentiated lessons based on common core standards. The program sends information to the teacher that identifies strengths and weaknesses and provides instruction for progression through the program	Academic Support Program			08/12/2014	05/29/2015	\$0 - Other	Teachers and administrators

Activity - Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Scott Foresman Reading Street, tiered instruction will be provided based on individual needs of specific skills. Students will be taught in groups based on assessments and benchmarks, using strategic teaching strategies.	Direct Instruction			08/12/2014	08/28/2015	\$0 - No Funding Required	Principal, teachers, reading coach

**ACIP**

Evergreen Elementary School

Activity - Mixed Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mixed media learning centers based on improving reading standards will be implemented during reading. By using different types of media for reading instruction, students will be actively engaged, working on skills specific to their level and interest.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	principal, teachers, media specialist, technology coordinator

Activity - Teacher Training on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded training and coaching of teachers on the incorporation of differentiated instructional strategies. Reading Coaches will work with teachers on implementation of differentiated instruction strategies.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, county and school reading coaches.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will attend workshops to become a more effective teacher or leader.	Professional Learning			08/12/2014	05/29/2015	\$1200 - Title I Part A	Principal, teachers, reading coach, media specialist

**Goal 2:**

All students at Evergreen Elementary School will be proficient in math.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2015 as measured by the ACT Aspire, County Math Assessments, and SAT.

**Strategy1:**

Cooperative Learning - Cooperative Learning uses small teams of students of different levels of ability to complete a variety of learning activities to improve the understanding of a subject.

Research Cited: Alabama Math Science Technology Initiative

Activity - AMSTI Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in inquiry-based activities using AMSTI math materials and objectives	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

**Strategy2:**

Differentiated Instruction - Tiered assignments are used to instruct students on essential skills that are provided at different levels of

complexity and abstractness.

Research Cited: Differentiating Math Instruction, William N. Bender, 2009.

Activity - Teacher Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continuously learn ways to provide differentiated instruction in their classroom through professional development, system math coach guidance, and personal pursuits.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required \$2000 - Title II Part A	Principal, teachers, and math coach

Activity - Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed into tiered groups based on needs for specific skills throughout the year.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, Math Coach

Activity - Math Centers with Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Centers of mixed media will be in place to provide high interest activities that focus on specific math skills. Ipad Apps, STAR Math, online and purchased math programs will be used.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	Principal, teachers, and math coach.

Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach will provide differentiated instruction to a small group of students in each grade level based on assessment scores and skill deficiencies.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

### Strategy3:

Common Core - Teacher will continue to implement Common Core Standards in the County-wide math curriculum .

Research Cited: Understanding the Common Core Standards, John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided additional learning of the common core standards in the math curriculum . Activities will be directed by local LEA and System Math Coach.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	LEA, Principal, System Math Coach, Teachers, CCRS Implementation Team

### Goal 3:

All students at EES will become efficient in emerging technology

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in the effective use of technology as a learning tool in Reading by 05/29/2015 as measured by the completion of an assignment.

**Strategy1:**

Professional Development for Emerging Technology - Teachers will receive professional development to develop educational technology materials and uses.

Research Cited: Emerging Technologies for the Classroom: A learning Sciences Perspective, Chrystalla Mouza, 2012.

Activity - Assist Teacher with Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to improve instruction through technology by providing activities to enhance reading instruction	Professional Learning			08/12/2014	05/29/2015	\$1500 - Title II Part A	Principal, teacher, and system and school reading coach.

Activity - Assist Teacher with Math Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to help development technology skills when teaching math.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title II Part A	Principal, teachers, and system math coach.

**Strategy2:**

Technology to learn - Students will use computers and ipads to engage in reading and math skills. The use of technology will assist students in meeting their reading and math goals.

Research Cited: Using Technology in the Classroom, Bitter, Gary. 2004.

Activity - Using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will become familiar with different types of technology and use it in the classroom to enhance learning.	Technology			08/12/2014	05/29/2015	\$2000 - Title I Part A	Principal, teachers, county technology coordinator, media specialist

Activity - Programs and Games	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in programs on the iPads and in the computer labs to increase reading comprehension and math skills.(Accelerated Reader , Big Universe, STAR Reading, Math Facts in a Flash, STRIDE Academy, A+ Learning and online activities)	Technology			08/12/2014	05/29/2015	\$1000 - Title I Part A	Principal, Teachers, Media Specialist, County Technology Coordinator

**Goal 4:**

All students at Evergreen Elementary School will abide by the code of conduct.

**Measurable Objective 1:**

demonstrate a proficiency in character development by 05/29/2015 as measured by The end of the year SIR Report..

**Strategy1:**

Character Education - The school counselor provides various forms of character education to supplement what the students will receive from the classroom teacher.

Research Cited: Comprehensive Counseling and Guidance State Model for Alabama Public Schools, Ed Richardson, 2003.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will receive professional development to learn strategies to increase positive behavior of students in the classroom.	Behavioral Support Program			08/12/2014	05/29/2015	\$500 - Title I Part A	Administrator, faculty, and staff

Activity - Daily Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor develops daily character education lessons to be implemented school-wide.	Behavioral Support Program			08/19/2013	05/30/2014	\$0 - No Funding Required	Principal, Teachers, Counselor

**Goal 5:**

All students will make a successful transition from one grade to the next

**Measurable Objective 1:**

collaborate to ensure that all students make a successful transition from one grade level to the next and from one school to the next. by 05/29/2015 as measured by beginning of the year achievement data..

**Strategy1:**

School transitions - Principal, teachers, and counselors will collaborate to ensure a successful grade level transition. Orientations will be in place to ensure all students become familiar of the expectations of the next grade level or receiving school.

Research Cited: School transitions: the beginning of the end or a new beginning? , Lorin W. Anderson, 2000.

**ACIP**

Evergreen Elementary School

Activity - Summer Packets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given summer readiness packets to ensure retention of learned materials and to prepare them for the next school year.	Academic Support Program			08/12/2014	05/29/2015	\$500 - Title I Part A	Principal and teachers

Activity - K4 Checklist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a check list for reading and math skills to ensure Kindergarten readiness.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal and K4 teachers

Activity - New school transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade teachers from Thurgood Marshall Middle School will schedule a visit with the 5th graders at EES to orientate them on expectations for the upcoming school year.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers and principal

**3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.****Goal 1:**

All students at Evergreen Elementary School will become proficient readers.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire, Reading Street Assessments, and DIBELS.

**Strategy1:**

Explicit Instruction - Topics and contents are broken down into small parts and taught individually through explicit instruction. Teachers explain, demonstrate and practice. Children are provided with guidance and structured frameworks. Topics are taught in a logical order and directed by the teacher.

Teachers will model skills and behaviors and model thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students. The process is effective when students are attentively listening and actively engaged.

Research Cited: Explicit Instruction: Effective & Efficient Teaching. Archer, Anita, 2011.

**ACIP**

Evergreen Elementary School

Activity - Whole Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly instruct students in a whole group setting. Teacher will utilize the I-WE-YOU approach to explicit instruction.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, System and school reading coach, Teacher

**Strategy2:**

Differentiated Instruction - Differentiated instruction is varying the teaching methods and presentation of a lesson to suit the diverse learning styles and abilities of students in the classroom. The teachers will provide differentiated lessons daily using Scott Foresman Reading Street. Tiered Instruction, based on needs for specific skills throughout the year, will be provided at different levels of complexity, abstractness, and open-endedness. Students will be placed into tiered groups based on assessments and benchmarks. The groups will be monitored by monthly walk-thrus conducted by the system and school reading coaches and school leadership team.

Research Cited: Walpole, Sharon. (2007). Differentiated Instruction: Strategies for the Primary Grades. New York, NY: The Guilford Press.

Activity - Teacher Training on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded training and coaching of teachers on the incorporation of differentiated instructional strategies. Reading Coaches will work with teachers on implementation of differentiated instruction strategies.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, county and school reading coaches.

Activity - Mixed Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mixed media learning centers based on improving reading standards will be implemented during reading. By using different types of media for reading instruction, students will be actively engaged, working on skills specific to their level and interest.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	principal, teachers, media specialist, technology coordinator

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will attend workshops to become a more effective teacher or leader.	Professional Learning			08/12/2014	05/29/2015	\$1200 - Title I Part A	Principal, teachers, reading coach, media specialist

Activity - Reading Coach Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and school reading coach will provide one on one mentoring to teachers to help establish reading goals among students and faculty	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, and system and school reading coach.

**ACIP**

Evergreen Elementary School

Activity - Stride Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A computer based program that allows students to complete a screening assessment then complete differentiated lessons based on common core standards. The program sends information to the teacher that identifies strengths and weaknesses and provides instruction for progression through the program	Academic Support Program			08/12/2014	05/29/2015	\$0 - Other	Teachers and administrators

Activity - Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Scott Foresman Reading Street, tiered instruction will be provided based on individual needs of specific skills. Students will be taught in groups based on assessments and benchmarks, using strategic teaching strategies.	Direct Instruction			08/12/2014	08/28/2015	\$0 - No Funding Required	Principal, teachers, reading coach

**Strategy3:**

Common Core - Teachers will begin initial implementation of the common Core Standards in their reading curriculum .

Research Cited: Understanding Common Core Standards. John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted Common Core Standards.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title II Part A	LEA, Principal, System and School Reading Coach, Teachers, Media Specialist, CCRS Implementation Team.

**Goal 2:**

All students at Evergreen Elementary School will be proficient in math.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2015 as measured by the ACT Aspire, County Math Assessments, and SAT.

**Strategy1:**

Common Core - Teacher will continue to implement Common Core Standards in the County-wide math curriculum .

Research Cited: Understanding the Common Core Standards, John Kendall, 2011.

**ACIP**

Evergreen Elementary School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided additional learning of the common core standards in the math curriculum . Activities will be directed by local LEA and System Math Coach.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	LEA, Principal, System Math Coach, Teachers, CCRS Implementation Team

**Strategy2:**

Cooperative Learning - Cooperative Learning uses small teams of students of different levels of ability to complete a variety of learning activities to improve the understanding of a subject.

Research Cited: Alabama Math Science Technology Initiative

Activity - AMSTI Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in inquiry-based activities using AMSTI math materials and objectives	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

**Strategy3:**

Differentiated Instruction - Tiered assignments are used to instruct students on essential skills that are provided at different levels of complexity and abstractness.

Research Cited: Differentiating Math Instruction, William N. Bender, 2009.

Activity - Teacher Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continuously learn ways to provide differentiated instruction in their classroom through professional development, system math coach guidance, and personal pursuits.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required \$2000 - Title II Part A	Principal, teachers, and math coach

Activity - Math Centers with Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Centers of mixed media will be in place to provide high interest activities that focus on specific math skills. Ipad Apps, STAR Math, online and purchased math programs will be used.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	Principal, teachers, and math coach.

Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach will provide differentiated instruction to a small group of students in each grade level based on assessment scores and skill deficiencies.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

Activity - Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed into tiered groups based on needs for specific skills throughout the year.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, Math Coach

**Goal 3:**

All students at EES will become efficient in emerging technology

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in the effective use of technology as a learning tool in Reading by 05/29/2015 as measured by the completion of an assignment.

**Strategy1:**

Technology to learn - Students will use computers and ipads to engage in reading and math skills. The use of technology will assist students in meeting their reading and math goals.

Research Cited: Using Technology in the Classroom, Bitter, Gary. 2004.

Activity - Programs and Games	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in programs on the iPads and in the computer labs to increase reading comprehension and math skills.(Accelerated Reader , Big Universe, STAR Reading, Math Facts in a Flash, STRIDE Academy, A+ Learning and online activities)	Technology			08/12/2014	05/29/2015	\$1000 - Title I Part A	Principal, Teachers, Media Specialist, County Technology Coordinator

Activity - Using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will become familiar with different types of technology and use it in the classroom to enhance learning.	Technology			08/12/2014	05/29/2015	\$2000 - Title I Part A	Principal, teachers, county technology coordinator, media specialist

**Strategy2:**

Professional Development for Emerging Technology - Teachers will receive professional development to develop educational technology materials and uses.

Research Cited: Emerging Technologies for the Classroom: A learning Sciences Perspective, Chrystalla Mouza, 2012.

Activity - Assist Teacher with Math Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to help development technology skills when teaching math.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title II Part A	Principal, teachers, and system math coach.

Activity - Assist Teacher with Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to improve instruction through technology by providing activities to enhance reading instruction	Professional Learning			08/12/2014	05/29/2015	\$1500 - Title II Part A	Principal, teacher, and system and school reading coach.

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

**Goal 1:**

All students at Evergreen Elementary School will become proficient readers.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire, Reading Street Assessments, and DIBELS.

**Strategy1:**

Common Core - Teachers will continue implementing the common Core Standards in their reading curriculum .

Research Cited: Understanding Common Core Standards. John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted Common Core Standards.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title II Part A	LEA, Principal, System and School Reading Coach, Teachers, Media Specialist, CCRS Implementation Team.

**Strategy2:**

Explicit Instruction - Topics and contents are broken down into small parts and taught individually through explicit instruction. Teachers explain, demonstrate and practice. Children are provided with guidance and structured frameworks. Topics are taught in a logical order and directed by the teacher.

Teachers will model skills and behaviors and model thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students. The process is effective when students are attentively listening and actively engaged.

Research Cited: Explicit Instruction: Effective & Efficient Teaching. Archer, Anita, 2011.

Activity - Whole Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly instruct students in a whole group setting. Teacher will utilize the I-WE-YOU approach to explicit instruction.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, System and school reading coach, Teacher

**Strategy3:**

Differentiated Instruction - Differentiated instruction is varying the teaching methods and presentation of a lesson to suit the diverse learning styles and abilities of students in the classroom. The teachers will provide differentiated lessons daily using Scott Foresman Reading Street. Tiered Instruction, based on needs for specific skills throughout the year, will be provided at different levels of complexity, abstractness, and open-endedness. Students will be placed into tiered groups based on assessments and benchmarks. The groups will be monitored by monthly walk-thrus conducted by the system and school reading coaches and school leadership team.

Research Cited: Walpole, Sharon. (2007). Differentiated Instruction: Strategies for the Primary Grades. New York, NY: The Guilford Press.

Activity - Stride Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A computer based program that allows students to complete a screening assessment then complete differentiated lessons based on common core standards. The program sends information to the teacher that identifies strengths and weaknesses and provides instruction for progression through the program	Academic Support Program			08/12/2014	05/29/2015	\$0 - Other	Teachers and administrators

Activity - Reading Coach Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and school reading coach will provide one on one mentoring to teachers to help establish reading goals among students and faculty	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, and system and school reading coach.

Activity - Mixed Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mixed media learning centers based on improving reading standards will be implemented during reading. By using different types of media for reading instruction, students will be actively engaged, working on skills specific to their level and interest.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	principal, teachers, media specialist, technology coordinator

**ACIP**

Evergreen Elementary School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will attend workshops to become a more effective teacher or leader.	Professional Learning			08/12/2014	05/29/2015	\$1200 - Title I Part A	Principal, teachers, reading coach, media specialist

Activity - Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Scott Foresman Reading Street, tiered instruction will be provided based on individual needs of specific skills. Students will be taught in groups based on assessments and benchmarks, using strategic teaching strategies.	Direct Instruction			08/12/2014	08/28/2015	\$0 - No Funding Required	Principal, teachers, reading coach

Activity - Teacher Training on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded training and coaching of teachers on the incorporation of differentiated instructional strategies. Reading Coaches will work with teachers on implementation of differentiated instruction strategies.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, county and school reading coaches.

**Goal 2:**

All students at Evergreen Elementary School will be proficient in math.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2015 as measured by the ACT Aspire, County Math Assessments, and SAT.

**Strategy1:**

Cooperative Learning - Cooperative Learning uses small teams of students of different levels of ability to complete a variety of learning activities to improve the understanding of a subject.

Research Cited: Alabama Math Science Technology Initiative

Activity - AMSTI Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in inquiry-based activities using AMSTI math materials and objectives	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

**Strategy2:**

Differentiated Instruction - Tiered assignments are used to instruct students on essential skills that are provided at different levels of complexity and abstractness.

Research Cited: Differentiating Math Instruction, William N. Bender, 2009.

Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach will provide differentiated instruction to a small group of students in each grade level based on assessment scores and skill deficiencies.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

Activity - Teacher Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continuously learn ways to provide differentiated instruction in their classroom through professional development, system math coach guidance, and personal pursuits.	Professional Learning			08/12/2014	05/29/2015	\$2000 - Title II Part A \$0 - No Funding Required	Principal, teachers, and math coach

Activity - Math Centers with Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Centers of mixed media will be in place to provide high interest activities that focus on specific math skills. Ipad Apps, STAR Math, online and purchased math programs will be used.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	Principal, teachers, and math coach.

Activity - Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed into tiered groups based on needs for specific skills throughout the year.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, Math Coach

### Strategy3:

Common Core - Teacher will continue to implement Common Core Standards in the County-wide math curriculum .

Research Cited: Understanding the Common Core Standards, John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided additional learning of the common core standards in the math curriculum . Activities will be directed by local LEA and System Math Coach.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	LEA, Principal, System Math Coach, Teachers, CCRS Implementation Team

### Goal 3:

All students at EES will become efficient in emerging technology

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in the effective use of technology as a learning tool in Reading by 05/29/2015 as measured by the completion of an assignment.

**Strategy1:**

Professional Development for Emerging Technology - Teachers will receive professional development to develop educational technology materials and uses.

Research Cited: Emerging Technologies for the Classroom: A learning Sciences Perspective, Chrystalla Mouza, 2012.

Activity - Assist Teacher with Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to improve instruction through technology by providing activities to enhance reading instruction	Professional Learning			08/12/2014	05/29/2015	\$1500 - Title II Part A	Principal, teacher, and system and school reading coach.

Activity - Assist Teacher with Math Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to help development technology skills when teaching math.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title II Part A	Principal, teachers, and system math coach.

**Strategy2:**

Technology to learn - Students will use computers and ipads to engage in reading and math skills. The use of technology will assist students in meeting their reading and math goals.

Research Cited: Using Technology in the Classroom, Bitter, Gary. 2004.

Activity - Programs and Games	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in programs on the iPads and in the computer labs to increase reading comprehension and math skills.(Accelerated Reader , Big Universe, STAR Reading, Math Facts in a Flash, STRIDE Academy, A+ Learning and online activities)	Technology			08/12/2014	05/29/2015	\$1000 - Title I Part A	Principal, Teachers, Media Specialist, County Technology Coordinator

Activity - Using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will become familiar with different types of technology and use it in the classroom to enhance learning.	Technology			08/12/2014	05/29/2015	\$2000 - Title I Part A	Principal, teachers, county technology coordinator, media specialist

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

**Goal 1:**

All students at Evergreen Elementary School will become proficient readers.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire, Reading Street Assessments, and DIBELS.

**Strategy1:**

Explicit Instruction - Topics and contents are broken down into small parts and taught individually through explicit instruction. Teachers explain, demonstrate and practice. Children are provided with guidance and structured frameworks. Topics are taught in a logical order and directed by the teacher.

Teachers will model skills and behaviors and model thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students. The process is effective when students are attentively listening and actively engaged.

Research Cited: Explicit Instruction: Effective & Efficient Teaching. Archer, Anita, 2011.

Activity - Whole Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly instruct students in a whole group setting. Teacher will utilize the I-WE-YOU approach to explicit instruction.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, System and school reading coach, Teacher

**Strategy2:**

Common Core - Teachers will begin initial implementation of the common Core Standards in their reading curriculum .

Research Cited: Understanding Common Core Standards. John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted Common Core Standards.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title II Part A	LEA, Principal, System and School Reading Coach, Teachers, Media Specialist, CCRS Implementation Team.

**Strategy3:**

Differentiated Instruction - Differentiated instruction is varying the teaching methods and presentation of a lesson to suit the diverse learning styles and abilities of students in the classroom. The teachers will provide differentiated lessons daily using Scott Foresman Reading Street.

Tiered Instruction, based on needs for specific skills throughout the year, will be provided at different levels of complexity, abstractness, and

open-endedness. Students will be placed into tiered groups based on assessments and benchmarks. The groups will be monitored by monthly walk-thrus conducted by the system and school reading coaches and school leadership team.

Research Cited: Walpole, Sharon. (2007). Differentiated Instruction: Strategies for the Primary Grades. New York, NY: The Guilford Press.

Activity - Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Scott Foresman Reading Street, tiered instruction will be provided based on individual needs of specific skills. Students will be taught in groups based on assessments and benchmarks, using strategic teaching strategies.	Direct Instruction			08/12/2014	08/28/2015	\$0 - No Funding Required	Principal, teachers, reading coach

Activity - Reading Coach Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and school reading coach will provide one on one mentoring to teachers to help establish reading goals among students and faculty	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, and system and school reading coach.

Activity - Mixed Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mixed media learning centers based on improving reading standards will be implemented during reading. By using different types of media for reading instruction, students will be actively engaged, working on skills specific to their level and interest.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	principal, teachers, media specialist, technology coordinator

Activity - Teacher Training on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded training and coaching of teachers on the incorporation of differentiated instructional strategies. Reading Coaches will work with teachers on implementation of differentiated instruction strategies.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, county and school reading coaches.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will attend workshops to become a more effective teacher or leader.	Professional Learning			08/12/2014	05/29/2015	\$1200 - Title I Part A	Principal, teachers, reading coach, media specialist

**ACIP**

Evergreen Elementary School

Activity - Stride Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A computer based program that allows students to complete a screening assessment then complete differentiated lessons based on common core standards. The program sends information to the teacher that identifies strengths and weaknesses and provides instruction for progression through the program	Academic Support Program			08/12/2014	05/29/2015	\$0 - Other	Teachers and administrators

**Goal 2:**

All students at Evergreen Elementary School will be proficient in math.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2015 as measured by the ACT Aspire, County Math Assessments, and SAT.

**Strategy1:**

Differentiated Instruction - Tiered assignments are used to instruct students on essential skills that are provided at different levels of complexity and abstractness.

Research Cited: Differentiating Math Instruction, William N. Bender, 2009.

Activity - Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed into tiered groups based on needs for specific skills throughout the year.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, Math Coach

Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach will provide differentiated instruction to a small group of students in each grade level based on assessment scores and skill deficiencies.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

Activity - Teacher Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continuously learn ways to provide differentiated instruction in their classroom through professional development, system math coach guidance, and personal pursuits.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required \$2000 - Title II Part A	Principal, teachers, and math coach

**ACIP**

Evergreen Elementary School

Activity - Math Centers with Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Centers of mixed media will be in place to provide high interest activities that focus on specific math skills. Ipad Apps, STAR Math, online and purchased math programs will be used.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	Principal, teachers, and math coach.

**Strategy2:**

Cooperative Learning - Cooperative Learning uses small teams of students of different levels of ability to complete a variety of learning activities to improve the understanding of a subject.

Research Cited: Alabama Math Science Technology Initiative

Activity - AMSTI Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in inquiry-based activities using AMSTI math materials and objectives	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

**Strategy3:**

Common Core - Teacher will continue to implement Common Core Standards in the County-wide math curriculum .

Research Cited: Understanding the Common Core Standards, John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided additional learning of the common core standards in the math curriculum . Activities will be directed by local LEA and System Math Coach.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	LEA, Principal, System Math Coach, Teachers, CCRS Implementation Team

**Goal 3:**

All students at EES will become efficient in emerging technology

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in the effective use of technology as a learning tool in Reading by 05/29/2015 as measured by the completion of an assignment.

**Strategy1:**

Professional Development for Emerging Technology - Teachers will receive professional development to develop educational technology materials and uses.

Research Cited: Emerging Technologies for the Classroom: A learning Sciences Perspective, Chrystalla Mouza, 2012.

**ACIP**

Evergreen Elementary School

Activity - Assist Teacher with Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to improve instruction through technology by providing activities to enhance reading instruction	Professional Learning			08/12/2014	05/29/2015	\$1500 - Title II Part A	Principal, teacher, and system and school reading coach.

Activity - Assist Teacher with Math Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to help development technology skills when teaching math.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title II Part A	Principal, teachers, and system math coach.

**Strategy2:**

Technology to learn - Students will use computers and ipads to engage in reading and math skills. The use of technology will assist students in meeting their reading and math goals.

Research Cited: Using Technology in the Classroom, Bitter, Gary. 2004.

Activity - Programs and Games	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in programs on the iPads and in the computer labs to increase reading comprehension and math skills.(Accelerated Reader , Big Universe, STAR Reading, Math Facts in a Flash, STRIDE Academy, A+ Learning and online activities)	Technology			08/12/2014	05/29/2015	\$1000 - Title I Part A	Principal, Teachers, Media Specialist, County Technology Coordinator

Activity - Using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will become familiar with different types of technology and use it in the classroom to enhance learning.	Technology			08/12/2014	05/29/2015	\$2000 - Title I Part A	Principal, teachers, county technology coordinator, media specialist

**Goal 4:**

All students will make a successful transition from one grade to the next

**Measurable Objective 1:**

collaborate to ensure that all students make a successful transition from one grade level to the next and from one school to the next. by 05/29/2015 as measured by beginning of the year achievement data..

**Strategy1:**

School transitions - Principal, teachers, and counselors will collaborate to ensure a successful grade level transition. Orientations will be in place to ensure all students become familiar of the expectations of the next grade level or receiving school.

Research Cited: School transitions: the beginning of the end or a new beginning? , Lorin W. Anderson, 2000.

Activity - Summer Packets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given summer readiness packets to ensure retention of learned materials and to prepare them for the next school year.	Academic Support Program			08/12/2014	05/29/2015	\$500 - Title I Part A	Principal and teachers

Activity - New school transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade teachers from Thurgood Marshall Middle School will schedule a visit with the 5th graders at EES to orientate them on expectations for the upcoming school year.	Other			08/12/2014	05/29/2015	\$0 - No Funding Required	Teachers and principal

Activity - K4 Checklist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a check list for reading and math skills to ensure Kindergarten readiness.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal and K4 teachers

#### Goal 5:

All students at Evergreen Elementary School will abide by the code of conduct.

#### Measurable Objective 1:

demonstrate a proficiency in character development by 05/29/2015 as measured by The end of the year SIR Report..

#### Strategy1:

Character Education - The school counselor provides various forms of character education to supplement what the students will receive from the classroom teacher.

Research Cited: Comprehensive Counseling and Guidance State Model for Alabama Public Schools, Ed Richardson, 2003.

Activity - Daily Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor develops daily character education lessons to be implemented school-wide.	Behavioral Support Program			08/19/2013	05/30/2014	\$0 - No Funding Required	Principal, Teachers, Counselor

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will receive professional development to learn strategies to increase positive behavior of students in the classroom.	Behavioral Support Program			08/12/2014	05/29/2015	\$500 - Title I Part A	Administrator, faculty, and staff

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

**Goal 1:**

All students at Evergreen Elementary School will become proficient readers.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire, Reading Street Assessments, and DIBELS.

**Strategy1:**

Differentiated Instruction - Differentiated instruction is varying the teaching methods and presentation of a lesson to suit the diverse learning styles and abilities of students in the classroom. The teachers will provide differentiated lessons daily using Scott Foresman Reading Street. Tiered Instruction, based on needs for specific skills throughout the year, will be provided at different levels of complexity, abstractness, and open-endedness. Students will be placed into tiered groups based on assessments and benchmarks. The groups will be monitored by monthly walk-thrus conducted by the system and school reading coaches and school leadership team.

Research Cited: Walpole, Sharon. (2007). Differentiated Instruction: Strategies for the Primary Grades. New York, NY: The Guilford Press.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will attend workshops to become a more effective teacher or leader.	Professional Learning			08/12/2014	05/29/2015	\$1200 - Title I Part A	Principal, teachers, reading coach, media specialist

Activity - Teacher Training on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded training and coaching of teachers on the incorporation of differentiated instructional strategies. Reading Coaches will work with teachers on implementation of differentiated instruction strategies.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, county and school reading coaches.

**ACIP**

Evergreen Elementary School

Activity - Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Scott Foresman Reading Street, tiered instruction will be provided based on individual needs of specific skills. Students will be taught in groups based on assessments and benchmarks, using strategic teaching strategies.	Direct Instruction			08/12/2014	08/28/2015	\$0 - No Funding Required	Principal, teachers, reading coach

Activity - Mixed Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mixed media learning centers based on improving reading standards will be implemented during reading. By using different types of media for reading instruction, students will be actively engaged, working on skills specific to their level and interest.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	principal, teachers, media specialist, technology coordinator

Activity - Reading Coach Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and school reading coach will provide one on one mentoring to teachers to help establish reading goals among students and faculty	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, and system and school reading coach.

Activity - Stride Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A computer based program that allows students to complete a screening assessment then complete differentiated lessons based on common core standards. The program sends information to the teacher that identifies strengths and weaknesses and provides instruction for progression through the program	Academic Support Program			08/12/2014	05/29/2015	\$0 - Other	Teachers and administrators

**Strategy2:**

Common Core - Teachers will begin initial implementation of the common Core Standards in their reading curriculum .

Research Cited: Understanding Common Core Standards. John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted Common Core Standards.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title II Part A	LEA, Principal, System and School Reading Coach, Teachers, Media Specialist, CCRS Implementation Team.

**Strategy3:**

Explicit Instruction - Topics and contents are broken down into small parts and taught individually through explicit instruction. Teachers explain, demonstrate and practice. Children are provided with guidance and structured frameworks. Topics are taught in a logical order and directed by the teacher.

Teachers will model skills and behaviors and model thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students. The process is effective when students are attentively listening and actively engaged.

Research Cited: Explicit Instruction: Effective & Efficient Teaching. Archer, Anita, 2011.

Activity - Whole Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly instruct students in a whole group setting. Teacher will utilize the I-WE-YOU approach to explicit instruction.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, System and school reading coach, Teacher

**Goal 2:**

All students at Evergreen Elementary School will be proficient in math.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2015 as measured by the ACT Aspire, County Math Assessments, and SAT.

**Strategy1:**

Differentiated Instruction - Tiered assignments are used to instruct students on essential skills that are provided at different levels of complexity and abstractness.

Research Cited: Differentiating Math Instruction, William N. Bender, 2009.

Activity - Math Centers with Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Centers of mixed media will be in place to provide high interest activities that focus on specific math skills. Ipad Apps, STAR Math, online and purchased math programs will be used.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	Principal, teachers, and math coach.

Activity - Teacher Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continuously learn ways to provide differentiated instruction in their classroom through professional development, system math coach guidance, and personal pursuits.	Professional Learning			08/12/2014	05/29/2015	\$2000 - Title II Part A \$0 - No Funding Required	Principal, teachers, and math coach

Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach will provide differentiated instruction to a small group of students in each grade level based on assessment scores and skill deficiencies.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

Activity - Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed into tiered groups based on needs for specific skills throughout the year.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, Math Coach

**Strategy2:**

Common Core - Teacher will continue to implement Common Core Standards in the County-wide math curriculum .

Research Cited: Understanding the Common Core Standards, John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided additional learning of the common core standards in the math curriculum . Activities will be directed by local LEA and System Math Coach.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	LEA, Principal, System Math Coach, Teachers, CCRS Implementation Team

**Strategy3:**

Cooperative Learning - Cooperative Learning uses small teams of students of different levels of ability to complete a variety of learning activities to improve the understanding of a subject.

Research Cited: Alabama Math Science Technology Initiative

Activity - AMSTI Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in inquiry-based activities using AMSTI math materials and objectives	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

**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:**

All students at Evergreen Elementary School will become proficient readers.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in reading comprehension in Reading by 05/29/2015 as measured by SAT and ACT Aspire, Reading Street Assessments, and DIBELS.

**Strategy1:**

Common Core - Teachers will begin initial implementation of the common Core Standards in their reading curriculum .

Research Cited: Understanding Common Core Standards. John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted Common Core Standards.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title II Part A	LEA, Principal, System and School Reading Coach, Teachers, Media Specialist, CCRS Implementation Team.

**Strategy2:**

Explicit Instruction - Topics and contents are broken down into small parts and taught individually through explicit instruction. Teachers explain, demonstrate and practice. Children are provided with guidance and structured frameworks. Topics are taught in a logical order and directed by the teacher.

Teachers will model skills and behaviors and model thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students. The process is effective when students are attentively listening and actively engaged.

Research Cited: Explicit Instruction: Effective & Efficient Teaching. Archer, Anita, 2011.

Activity - Whole Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly instruct students in a whole group setting. Teacher will utilize the I-WE-YOU approach to explicit instruction.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, System and school reading coach, Teacher

**Strategy3:**

Differentiated Instruction - Differentiated instruction is varying the teaching methods and presentation of a lesson to suit the diverse learning styles and abilities of students in the classroom. The teachers will provide differentiated lessons daily using Scott Foresman Reading Street. Tiered Instruction, based on needs for specific skills throughout the year, will be provided at different levels of complexity, abstractness, and open-endedness. Students will be placed into tiered groups based on assessments and benchmarks. The groups will be monitored by monthly walk-thrus conducted by the system and school reading coaches and school leadership team.

Research Cited: Walpole, Sharon. (2007). Differentiated Instruction: Strategies for the Primary Grades. New York, NY: The Guilford Press.

**ACIP**

Evergreen Elementary School

Activity - Mixed Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mixed media learning centers based on improving reading standards will be implemented during reading. By using different types of media for reading instruction, students will be actively engaged, working on skills specific to their level and interest.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	principal, teachers, media specialist, technology coordinator

Activity - Reading Coach Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System and school reading coach will provide one on one mentoring to teachers to help establish reading goals among students and faculty	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, and system and school reading coach.

Activity - Stride Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A computer based program that allows students to complete a screening assessment then complete differentiated lessons based on common core standards. The program sends information to the teacher that identifies strengths and weaknesses and provides instruction for progression through the program	Academic Support Program			08/12/2014	05/29/2015	\$0 - Other	Teachers and administrators

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will attend workshops to become a more effective teacher or leader.	Professional Learning			08/12/2014	05/29/2015	\$1200 - Title I Part A	Principal, teachers, reading coach, media specialist

Activity - Teacher Training on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded training and coaching of teachers on the incorporation of differentiated instructional strategies. Reading Coaches will work with teachers on implementation of differentiated instruction strategies.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, county and school reading coaches.

**ACIP**

Evergreen Elementary School

Activity - Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Scott Foresman Reading Street, tiered instruction will be provided based on individual needs of specific skills. Students will be taught in groups based on assessments and benchmarks, using strategic teaching strategies.	Direct Instruction			08/12/2014	08/28/2015	\$0 - No Funding Required	Principal, teachers, reading coach

**Goal 2:**

All students at Evergreen Elementary School will be proficient in math.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2015 as measured by the ACT Aspire, County Math Assessments, and SAT.

**Strategy1:**

Common Core - Teacher will continue to implement Common Core Standards in the County-wide math curriculum .

Research Cited: Understanding the Common Core Standards, John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided additional learning of the common core standards in the math curriculum . Activities will be directed by local LEA and System Math Coach.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required	LEA, Principal, System Math Coach, Teachers, CCRS Implementation Team

**Strategy2:**

Cooperative Learning - Cooperative Learning uses small teams of students of different levels of ability to complete a variety of learning activities to improve the understanding of a subject.

Research Cited: Alabama Math Science Technology Initiative

Activity - AMSTI Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in inquiry-based activities using AMSTI math materials and objectives	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

**Strategy3:**

Differentiated Instruction - Tiered assignments are used to instruct students on essential skills that are provided at different levels of complexity and abstractness.

Research Cited: Differentiating Math Instruction, William N. Bender, 2009.

**ACIP**

Evergreen Elementary School

Activity - Teacher Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continuously learn ways to provide differentiated instruction in their classroom through professional development, system math coach guidance, and personal pursuits.	Professional Learning			08/12/2014	05/29/2015	\$0 - No Funding Required \$2000 - Title II Part A	Principal, teachers, and math coach

Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System math coach will provide differentiated instruction to a small group of students in each grade level based on assessment scores and skill deficiencies.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, teacher, and math coach

Activity - Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed into tiered groups based on needs for specific skills throughout the year.	Direct Instruction			08/12/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers, Math Coach

Activity - Math Centers with Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Centers of mixed media will be in place to provide high interest activities that focus on specific math skills. Ipad Apps, STAR Math, online and purchased math programs will be used.	Technology			08/12/2014	05/29/2015	\$1447 - Title I Part A	Principal, teachers, and math coach.

**Goal 3:**

All students at EES will become efficient in emerging technology

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in the effective use of technology as a learning tool in Reading by 05/29/2015 as measured by the completion of an assignment.

**Strategy1:**

Professional Development for Emerging Technology - Teachers will receive professional development to develop educational technology materials and uses.

Research Cited: Emerging Technologies for the Classroom: A learning Sciences Perspective, Chrystalla Mouza, 2012.

**ACIP**

Evergreen Elementary School

<b>Activity - Assist Teacher with Math Technology</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Professional development will be provided to help development technology skills when teaching math.	Professional Learning			08/12/2014	05/29/2015	\$500 - Title II Part A	Principal, teachers, and system math coach.

<b>Activity - Assist Teacher with Reading Instruction</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Professional development will be provided to improve instruction through technology by providing activities to enhance reading instruction	Professional Learning			08/12/2014	05/29/2015	\$1500 - Title II Part A	Principal, teacher, and system and school reading coach.

**Strategy2:**

Technology to learn - Students will use computers and ipads to engage in reading and math skills. The use of technology will assist students in meeting their reading and math goals.

Research Cited: Using Technology in the Classroom, Bitter, Gary. 2004.

<b>Activity - Using Technology</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will become familiar with different types of technology and use it in the classroom to enhance learning.	Technology			08/12/2014	05/29/2015	\$2000 - Title I Part A	Principal, teachers, county technology coordinator, media specialist

<b>Activity - Programs and Games</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will participate in programs on the iPads and in the computer labs to increase reading comprehension and math skills.(Accelerated Reader , Big Universe, STAR Reading, Math Facts in a Flash, STRIDE Academy, A+ Learning and online activities)	Technology			08/12/2014	05/29/2015	\$1000 - Title I Part A	Principal, Teachers, Media Specialist, County Technology Coordinator

**Component 3: Instruction by Highly Qualified Staff**

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

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

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

The local LEA works with the administrator in locating and attracting highly qualified teachers. Prospective teachers are given information about the school system. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. Title I school staff and administration determine personnel needs that require the use of Title I funds. Applications are requested district-wide when openings are available in order to choose only those teachers who are highly qualified. The decision of hiring staff is made by the local school. Principals are required to have knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information.

## Component 4: Strategies to Attract Highly Qualified Teachers

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

EES has five new teachers for the 2014-15 school year. 3 teachers retired at the end of last year. We have a 20% turnover rate for the 14-15 school year

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

15% of teachers have 20 years or more of experience

48% of teachers have 10-19 years of experience

30% of teachers have 9 or less years of experience

### 3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

The school maintains ongoing positive publicity through media sources. Positive promotions/advertisement of being chosen as an Alabama Torchbearer School and other accolades.

### 4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Teachers receive support from the county reading and math coach to help them be successful in the classroom and to offer additional support for new teachers

### 5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

NA

## 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?**

Our teachers will receive PD in reading strategies and activities at the school and county level. All PD will be aligned with CCRS in reading and math. PD in conjunction with new technology are all researched based and in alignment with CCRS to help achieve 21st Century classroom standards.

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

The professional development opportunities available are job-embedded training on differentiated instruction, strategic teaching, and emerging technology. Opportunities for professional development outside of the school are available with title II funds. Parent workshops are offered throughout the school year to ensure their knowledge on school strategies in reading , math, and technology.

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

Teachers are partnered with master teachers at the beginning of the school year. The intervention coach is also a source of support along with with the school reading coach, county math and reading coach.

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

Our school calendar has 5 days scheduled in the school year to ensure professional development of the teachers and staff. Teachers will be required to attend sessions provided at the system level for professional development during three regular school days. Side by side coaching is done on a regular basis by school and system coaches. Educational Impact, an online professional development tool, is used by teachers to provide ongoing and sustained PD.

## 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.**

School transitions - Principal, teachers, and counselors will collaborate to ensure a successful grade level transition. Orientations will be in place to ensure all students become familiar of the expectations of the next grade level or receiving school. Teachers will use a check list for reading and math skills to ensure Kindergarten readiness.

Students are given summer readiness packets to ensure retention of learned materials and to prepare them for the next school year. 6th grade teachers from Thurgood Marshall Middle School will schedule a visit with the 5th graders at EES to orientate them on expectations for the upcoming school year.

## 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?

Teachers provide input through surveys, data meetings, grade level meetings, and staff meetings.

## **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?**

The principal, teachers, reading and math coaches identify students who are experiencing difficulty mastering state assessments. RTI meetings and IEP meetings are held for these students to get parents involved with the teachers so that the students can succeed at a proficient level. The teacher brings RTI documentation along with examples of student class work to the meetings. The principal, teachers, and parents discuss the struggling student's academic level. Each student receives 20 minutes intervention time with a teacher or intervention specialist on deficient skills. ELL Students will receive small group instruction by reading and math coaches. Classroom teachers will attend Samuel training to assist in classroom instruction of ELL students. System wide ELL plan will be followed.

### **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?**

Through differentiated instruction students are instructed in a small group setting and intervention is provided by the classroom teacher as well as the school intervention teacher. RTI is available for struggling students to add additional strategies for school success. Students will be provided educational centers in which interventions through mixed media are accessed to ensure each child is reached regardless of their learning style.

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

Each student is grouped according to achievement level in math and reading. Small group intervention is provided in the classroom and from the school intervention teacher for strategic students for reading. The system math coach pulls groups of students according to skill mastery. Students of all learning styles are accommodated with various visual, auditory, kinesthetic, and tactile activities provided through each lesson in reading and math. Learning centers are in place for additional practice to ensure mastery on previously taught skills.

### **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.**

Stride academy can be used at home to reinforce and give support to all students.

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

All students enrolled at EES have access to all services and programs available. Upon enrollment, the student and family receives a

package consisting of information and forms to help identify the groups and assist families with participation with the various programs. Some of the programs addressed are as follows:

- 1.Reduced/Free breakfast and lunch
2. Special Education Services
3. Schoolwide Title I Program with Parental Involvement component
4. School-Parent Contract
5. Although, we do not have students identified as homeless or migrant,and we do not have many ELL the district has plans and procedures to address these groups.

The school district has a partnership and receives services from the Department of Mental Health, Department of Human Resources for "at-risk" students. The attendance officer monitors truancy and notifies parents. The DARE officer provides services for 5th grade students.

The Auburn Extension Office supports the 4-H Program and TGIF. The school principal, counselor and teachers do the initial orientation, disseminates the necessary information and forms to collect information required for identifying families so they will be sure to receive or be included in these services.

**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.**

N/A

## **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?**

After a review of all schools' ACIPs, the LEA presents the schools with resources that coordinate with the achievement goals that are included in the school wide plan. A collaborative decision is made on funding options. All schools receive the services and training provided the program.

### **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.**

Title I funds are used to supplement teacher salary and benefits, parental involvement, instructional materials, and supplies, teacher allocations money, computer instruction and software, classroom equipment and Professional development, Title II pays for professional development and some class size reduction. Local funds are spent on personnel services, employee benefits, purchased services, materials and supplies. State Foundation funds are used to pay for teaching units.

### **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.**

DHR provides services to students regarding home life. School counselors provide character education, bullying counseling, and student of the month programs.

CNP- provides breakfast and lunch programs

Head Start- Provides Early education to students before entering K4 or Kindergarten

Reid State Technical college provides adult education, vocational, and technical education.

Career tech, John Ward-job training

Conecuh County Extension Service provides 4H and Nutrition Programs.

HIPPY Program provides home services for students before entering formal schooling.

DARE- Drug Awareness Program provided to fifth grade students.

The local Kiwanis and Rotary Club members take part in classroom reading program.

Local Fire Department is involved in safety planning and Fire Safety Week.

## Component 10: Evaluation

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

The school-wide plan is evaluated at the beginning of the school year when all state data is received from the previous year. After the data is analyzed and strengths and weaknesses are determined, the CIP from the previous year is analyzed. Goals and strategies are examined to determine if the school was successful at meeting goals. It is then determined what new goals and strategies should be in place for improvement. Throughout the year the principal notates benchmarks met. This process is done on a monthly basis.

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

The data received from state and county assessments are analyzed and compared to the goals in the school wide plan. Monthly data meetings, faculty meetings, and weekly grade level meetings are attended to review data and ensure academic achievement.

### 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?

Struggling or at risk students will be included in RTI to ensure that additional strategies and interventions are in place to help improve achievement. Intervention is provided in the classroom and by the school intervention teacher in reading. The system math coach provides skill based intervention. Comparative data helps to determine if standards are being met.

### 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?

The school CIP is evaluated monthly to ensure implementation of all strategies and activities. The principal is responsible for making sure the CIP is followed. The teachers and staff will discuss any revisions needed to better accommodate our students. The CIP team will then get together to discuss any revisions. All revisions will be based on local data received throughout the school year.

# 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: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	25.5

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

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	1.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	1.0

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

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

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

### I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	28.0

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.0

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

## I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1202756.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	74331.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	63860.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	61395.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	50223.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	8680.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total 1,461,245.00

## II. Federal Funds

### Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Salary/Benefits Teachers, Aide, and Substitutes	\$198,603.80
Parental Involvement	\$1, 843.08
Parental Involvement(School Messenger Software)	\$700.00
Instructional Classroom Materials and Supplies	\$1,500.00
K4 Instructional Classroom Materials and Supplies	\$600.00
Teacher Classroom Supply Allocation	\$728.50
Non-Capitalized Computer/Instruction	\$7,000.00
Classroom Equipment	\$5,000.00
Travel and Training/Professional Development	\$2,563.42

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	218538.796875

### Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

### Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Substitutes for Professional Development	\$500.00
Travel and Training/ Professional Development	\$6,824.46

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	7324.4599609375

**Title III: For English Language Learners**

Provide a brief explanation and a breakdown of expenses.

na

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

**Title IV: For Safe and Frug-free Schools**

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

**Title VI: For Rural and Low-income Schools**

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

**Career and Technical Education-Perkins IV: Basic Grant (Title I)**

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

**Career and Technical Education-Perkins IV: Tech Prep (Title II)****Provide a brief explanation and a breakdown of expenses.**

NA

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>16.</b>	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

**Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant****Provide a brief explanation and a breakdown of expenses.**

NA

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>18.</b>	Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

### III. Local Funds (if applicable)

#### Local Funds

Provide a brief explanation and a breakdown of expenses.

Total Funds Allocated: \$315,369.00

Personnel Services \$78,914.00

Employee Benefits \$54,544.00

Purchased Services \$146,401.00

Materials & Supplies \$40,410

Other \$1,100.00

Label	Question	Value
2.	Local Funds Provide the total.	315369.0