



ACIP

Rucker Boulevard Elementary School

Enterprise City Board of Education

Mrs. Roysalyn S Hardrick, Principal
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Enterprise, AL 36330

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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?

Rucker Boulevard has definitely experienced several changes in the last three years.

Student Changes:

Due to the rezoning of the Enterprise City Schools System prior to the 2015-16 school year, our student population has increased by almost 100 students due to the closing of College St. Elementary School. Due to our close proximity to Fort Rucker, we also receive a lot of transient students.

Faculty Changes:

Enterprise City Schools rezoned last year yielding an addition of almost 100 students. Most of the students that transferred to Rucker Boulevard came from Pinedale Elementary. We have roughly 575 students with a principal, a new assistant principal, guidance counselor, 2 interventionists, 26 classroom teachers, 3 special education teachers, gifted education teacher, 2 physical education teachers, instructional partner, nurse, librarian, part-time music teacher, 6 instructional aides, and we house a behavior unit funded by the system. Due to a large increase in our EL population, we now have a full-time EL aide. Even with changes, building professional relationships and striving to make collaborative decisions regarding student achievement is key to Rucker Boulevard Elementary School's success.

Facility Changes:

Our cafeteria was remodeled prior to the 2012-2013 school year and several of the restrooms were remodeled prior to the 2012-2013 school year. Technology was added in the cafeteria as part of the remodeling design. We now have a projector and screen along with 4 flat screen televisions. The sound system and technology added has made a huge difference in presentations and performances at Rucker Boulevard. To increase safety and security, the entrance was being remodeled during the 2015-2016 school year to include a front barrier, key fob entry, etc. to make our school a safer place to learn and grow.

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 school is a learning community that seeks success for each student. We set high expectations and create a caring environment for all of our students. Students are the focus of our educational program and are expected to demonstrate the skills, abilities and potential that we know they possess.

Rucker Boulevard prides itself on providing many choices for students. In the fall of 2015 students completed a club survey. Data from that survey will be examined to form appropriate clubs that meet the needs and interests of our students. The students were able to choose a 1st, 2nd, and 3rd choice. SGA, BETA club, and the Rhythms choir are also available. We also have an expansive outdoor classroom, two computer labs, and a newly remodeled interactive library for all to enjoy. To promote socialization and friendship among all, we offer a school dance approximately twice a year.

Parents and community members are valued partners at RBE and are encouraged to visit the school, consult with the staff and participate in all school activities. We encourage parents to volunteer for a variety of activities throughout the school year such as, but not limited to, book fair, fundraisers, Friday snack, and as classroom helpers. We also have a variety of community helpers that volunteer throughout the year.

Enterprise School System Mission Statement:

"Preparing student graduates to be successful in realizing their personal, educational, and professional ambitions."

Code of Conduct:

Because I want Rucker Boulevard to be a great place to go to school, I promise to always:

Be respectful.

Be honest and truthful.

Be responsible.

Be tolerant.

Be safe.

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.

After looking at ACT Aspire data combined with other observations we have realized that we want to become a student centered 21st century school. With the realization that we are in the 21st century, we realized technology needed to play a bigger role in student learning. We have received the technology; now we have to use it the best way possible, a way that would engage our students and allow the classroom to be student centered. With Smart Boards, ELMOs, projectors and student response clickers put in every classroom, we are on our way to becoming a 21st century school; yet, we lack one thing. Not every teacher is comfortable with the technology and others are still seeking ways to incorporate it into the classroom. After numerous opportunities for professional development in technology, whether from an expert or a fellow teacher, our faculty has become more confident and excited about using technology in the classroom. We are ready to engage our learners. With websites like Discovery Education, Compass Learning, and Front row, students are captivated by videos that teach the standards they need while entertaining them at the same time.

We also realized that we are not required to teach the textbook; we are required to teach the standards. Textbooks are a great resource, but they are one of many resources. Our teachers took a close look at the standards and collaborated with each other on the best way to teach their standards. With some standards, the math textbook was not used at all. The teachers made centers and used a variety of internet resources to teach instead. With other standards, teachers found it necessary to go outside and explore. Since then, we have made some major technological advances. With the use of Title I money and a couple of other resources, we have added 30 iPad minis, 70 regular iPads, and 14 Surface RTs. We have also added 4 expansion units. Flexibility and collaboration among the staff made this a success.

We realized that we have great teachers that extend far beyond the paid staff of Rucker Boulevard Elementary School. Some of the best teachers are our students and they should be given the opportunity to teach and learn with each other. For this to happen, the teachers had to step back and be a facilitator of learning where the children discuss and discover.

When we received the 2011-2012 data at the beginning of that school year, we saw tremendous gains across the board. For example, third grade saw a 28 percent increase in math. We changed the way we taught and the children learned. Now when you walk in a classroom, you may see children all over the room debating away about whether a square is a rhombus, but they are learning. You may see students teamed up on iPads or staring at their cell phones watching videos on volcanoes or listening to rap songs about figurative language, but they are learning. In order to reach our goal of becoming a 21st century school and to improve overall we have implemented the following programs and strategies; collaborative days that give teachers time to plan, grade level meetings, technology professional development, Educate Alabama, instructional rounds, project based learning, STAR, ACT aspire, mentor teacher program, book studies, system 44, and base-line edge used for RTI.

CLUBS:

Rucker Boulevard sponsors student clubs. This allows the children to participate in worthwhile, academically-enriching activities and collaborate among grade levels to learn from each other. Bloom's taxonomy is in full use throughout all of our clubs. Clubs are created based on student and faculty interest.

Rucker Boulevard prides itself on providing many choices for students. The fall of 2015-2016 students completed a club survey. Data from that survey will be examined to form appropriate clubs that meet the needs and interests of our students. The students we able to choose a
SY 2015-2016

1st, 2nd, and 3rd choice. SGA, BETA club, and Rhythms choir are also available. We also have an expansive outdoor classroom, two computer labs, and a newly remodeled interactive library for all to enjoy.

Through the variety of clubs at Rucker Boulevard, we build higher-level thinking. The computer club uses technology for research, creation of multi-media presentations, and improved keyboarding skills. The chess club provides a unique environment for learning strategy, patience, and planning. Our art club reinforces creativity, teamwork, and math skills. For example, the painting of ceiling tiles, which now beautifully decorate our halls, gave the children the opportunity to plan, consider the scale of their medium, explore the use of color and lines, and work with a partner. The Rucker Boulevard Rhythms is our choir. We practice teamwork, learn and practice musical and production skills, build math (fractions in music) and fluency skills. Performances in our community and at school allow for children to put their preparation to the test and entertain others. Our drama club allows for reinforcement of reading skills, learning the importance of preparation and practice, and working as a team. They, too, perform and share at PTO and school activities.

All of our clubs allow for socialization to take place while reinforcing lifelong skills. The children are motivated to participate and have fun during club time. We consider the use of clubs to be a huge asset to our school program. Our children are enriched, excited about coming to school, and do not even realize they are learning while having fun!

Parental Involvement Opportunities:

Parental involvement is an important aspect in the success of Rucker Boulevard Elementary School. Rucker Boulevard parents play a vital role in our school community. We include parents in many activities because we know one way for children to be successful is for their parents to play a part in their education. This is discussed at nearly every faculty meeting and grade-level meeting. Our administration also strongly encourages parent volunteers. Parents participate in many facets of our school day. Some examples are listed below but are not limited to the following, parent surveys, Friday snack, book fair, fundraisers, classroom helpers, field day, fall festival, earth day, math night, technology night, grade level performances, parent breakfast, grandparents day, field trip, and Title 1 meetings.

Rucker Boulevard also utilizes Home/School Compact to ensure continued parental involvement. Rucker Boulevard Home/School Compact was developed by teachers, parents, and students. The Compact includes concepts and beliefs exclusive to Rucker Boulevard. The Compact is presented to all parents at annual school wide meetings in September. Parents are asked to sign the compact signifying their commitment to working in partnership ensuring school success. These compacts communicate a partnership among all persons involved in each child's education, including the parents, teachers, students, and principal.

Rucker Boulevard provides parents of participating children timely information in a uniform format in a language that is clear and understandable in a myriad of ways. At the beginning of the school year, parents are informed about the School wide Title 1 program, the curriculum, the assessments used, the achievement expectations of the students, the opportunities for parental involvement, school goals, and parent-teacher conferences. These conferences keep the parents aware of student progress and allow them to participate in educational decisions relating to their child. If a parent speaks Spanish, our Spanish-speaking aide may assist or translate written information. An Elementary Handbook packet, grade level standards and objectives, and information about the reading, math, science, social studies, language, physical education, music, and art curriculum is also issued to each parent at the beginning of the year or when a student transfers from another school. Within the first month of school, parents receive the scores from the ACT Aspire and DIBELS. Parents are continually informed throughout the year with weekly folders containing a weekly progress report, report cards, graded papers, phone calls, newsletter, and emails.

Parents of Rucker Boulevard students are provided with materials and training to help them work with their children to improve their children's achievement. We have meetings throughout the year to help parents understand the strategies that are taught in the classroom. Additional materials and training are also offered during parent conferences. Some of the additional materials that are made accessible to the students

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are parent portal, STAR reports, homework, compass learning, stride academy, and other great websites to help students practice skills from home.

Outdoor Classroom:

Students, teachers, and volunteers worked to design an expansive outdoor classroom over the 2012-2013 school year. Things are being added continually, but it has presented itself as a wonderful learning center and outlet for students. We recently added composting to our outdoor garden and we feel it is an asset to our program.

Areas of Improvement:

We have made many gains in the use of technology at our school, but we would like to make improvements towards becoming a true 21st century school. Two ways we would like to do that is through project based learning and google classroom.

Additional Information

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

RBE offers an expansive recycling program. We recycle at school and encourage parents to send in their recycling too. We have a permanent collection station that is accessible to students, parents, faculty, and staff. We encourage recycling the following items.

- Ink cartridge
- Paper
- #1 & #2 plastic
- Capri Sun pouches
- Aluminum cans
- Frito Lay chip bags

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.

Each year, stakeholders (administration, faculty, staff, parents and community members) are actively involved in the decision-making process which becomes the Rucker Boulevard Elementary Continuous Improvement Plan. The team meets and reviews the ACIP from the previous year, reviews data, determines whether last year's goals were met, sets new goals, appoints committees, and discusses allocated funds. Committees are responsible for data collection and analysis, for determining strengths and weaknesses, and developing action steps. Sign-in sheets and agendas for each meeting are prepared and minutes are taken. Parents are asked to volunteer for this process. Teachers are asked to submit names of parents and other community stakeholders who might contribute to the process. These individuals are contacted and invited to be involved in the planning and development of our ACIP. They attend meetings that are scheduled at a time convenient for the team members.

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

The Leadership team meets and reviews the ACIP from the previous year, reviews data, determines whether last year's goals were met, sets new goals, appoints committees, and discusses allocated funds. Committees are composed of administrators, teachers, support staff, parents, and community stakeholders. These committees are responsible for data collection and analysis, for determining strengths and weaknesses, and for developing action steps to meet goals.

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 Leadership Team meets for final review of the plan and it will then be submitted for review by central office administrators and approved by Dr. Wright. After being reviewed and approved by them, the plan will be submitted online. All instructional goals and strategies outlined in the ACIP will be monitored by the Continuous Improvement Plan Instructional Leadership Team. The ACIP Instructional Leadership Team will meet at least quarterly to review progress monitoring results.

Parents and stakeholders are encouraged to be on the Schoolwide Team to offer input and/or voice concerns.

The ACIP is available online at <http://ruckerboulevard.al.ece.schoolinsites.com/>. A hard copy is available in the school library, office, and Mrs. Quincey's room. The ACIP, as well as other school documents, can be translated in a format and language they can understand.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2015-2016 Data 2015 3-5 Rucker Blvd ECS Technology Plan 2015-2016

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

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

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

Areas of Notable Achievement

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

ASPIRE MATH

3rd Grade Math had 66% percent correct on Operations and Algebraic Thinking

5th Grade Math students showed a 65% of growth from 4th grade.

On the STAR Reading test all grades scored 40% or above of students on target for growth.

On the STAR Math test all grades scored 40% or above of students on target for growth.

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

According to ACT ASPIRE Reading Data, the percentage of proficient students increased from 43% to 53%.

According to ACT ASPIRE Math Data, the percentage of proficient students increased from 53% to 61%.

Which area(s) indicate the overall highest performance?

ACT ASPIRE math with 61% proficient.

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

RBE does not have data regarding subgroups.

Between which subgroups is the achievement gap closing?

RBE does not have data regarding subgroups.

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

No other data sources are available with disaggregated data.

Areas in Need of Improvement

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

According to ACT ASPIRE Reading Data, we still have roughly the same percentage (24%) of students falling in the "Needs Support" category.

According to 2015-2016 ACT ASPIRE Math Data, we still have roughly the same percentage of students (8%) falling in the "Needs Support" category. All grade levels need to work on the application of math standards through Justification/Explanation and Modeling.

Justification and Explanation Average Percent Correct:

3rd- 40.5%

4th- 30.1%

5th- 31.8%

6th- 28.0%

Modeling Average Percentage Correct

3rd- 41.8%

4th- 31.3%

5th- 36.9%

6th- 32.8%

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

ACT ASPIRE Reading Proficiency still falls below math proficiency even though both areas had a margin of growth.

Which area(s) indicate the overall lowest performance?

The ASPIRE data revealed that only 53% of students in reading were proficient, 61% in math were proficient, and 47% in science were proficient.

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

RBE did not receive data on subgroups.

Between which subgroups is the achievement gap becoming greater?

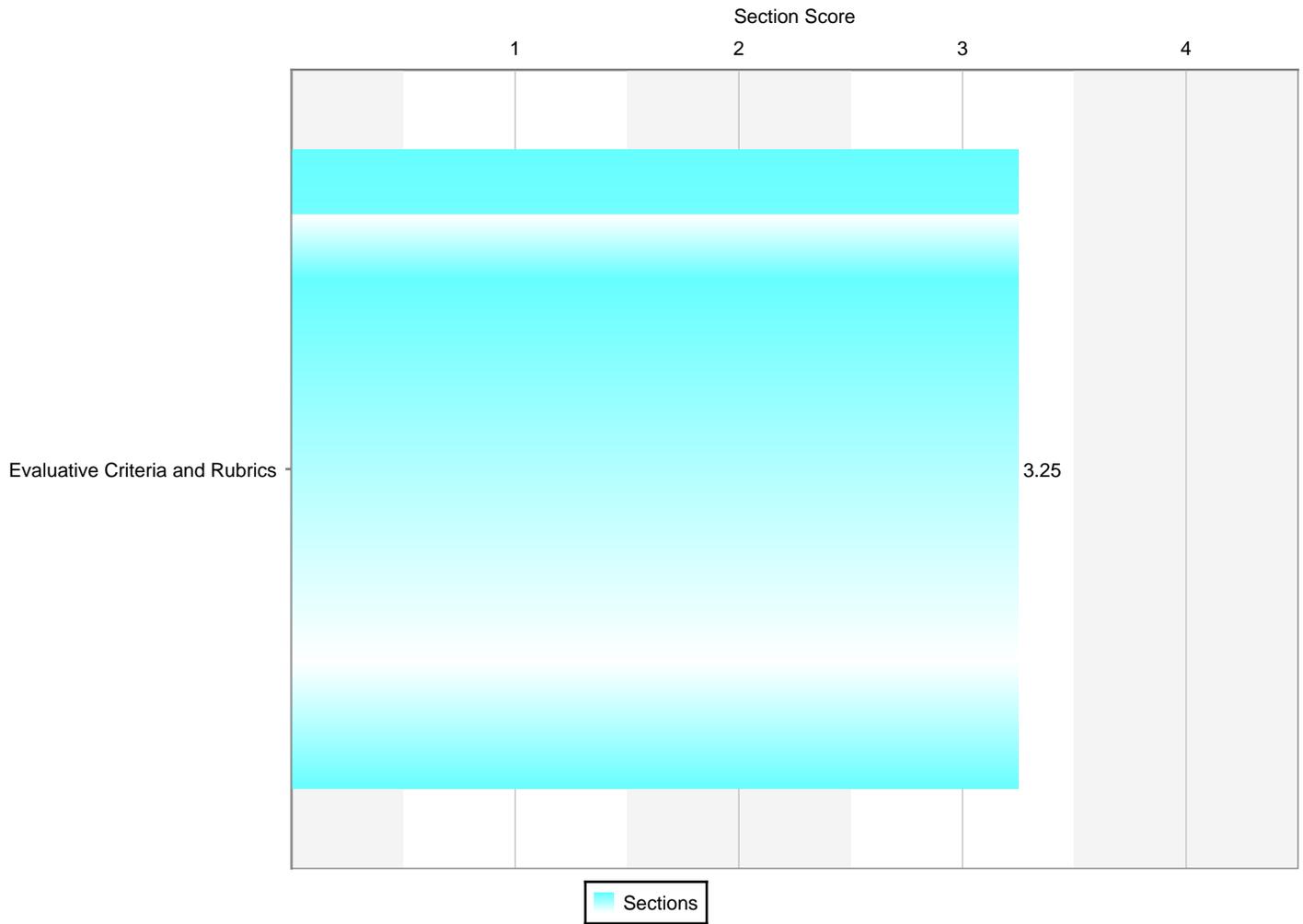
RBE did not receive subgroup data.

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

No other data sources are available with disaggregated data.

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		

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-Discrimination Clause

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	Title IX Coordinator, 220 Hutchinson Street Enterprise, AL 36330 334-347-9531 504 Coordinator 6500 Boll Weevil Circle Enterprise, AL 36330 334-347-4287 Building Level 504 Coordinator Rucker Boulevard Elementary 209 Regency Drive Enterprise, AL 36330 334-347-3535	Non-Discrimination

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 Policy

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

2015-2016 ACIP GOALS

Overview

Plan Name

2015-2016 ACIP GOALS

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	To create opportunities for students to develop academic skills and dispositions that will prepare them to be productive citizens in the global society of the present and future.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
2	Enhance the learner through a deep understanding, conceptualization, and mastery of College and Career Ready Standards, high impact instruction, and assessment for all core content areas but especially math.	Objectives: 2 Strategies: 5 Activities: 20	Academic	\$16491
3	Decrease Teacher Turnover	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
4	Increase the proficiency of the English Language Learners in the English Language	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

Goal 1: To create opportunities for students to develop academic skills and dispositions that will prepare them to be productive citizens in the global society of the present and future.

Measurable Objective 1:

collaborate to provide opportunities for students to develop academic skills and dispositions that will prepare them to be productive citizens in the global society of the present and future by 05/27/2016 as measured by a student survey.

Strategy 1:

Student Advocates - Each student will have an advocate that supports them as needed. Encouragement and support to do the right thing should help reduce discipline referrals.

Research Cited: AdvancED Standards for Quality Schools

Activity - C.A.T.S. Program/ Extracurricular Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
C.A.T.S. (Children and Adults Targeting Success) Program Rucker Boulevard Elementary School has implemented a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience, as well as, facilitates a extracurricular club determined by the students' interests. Students and advocates will meet monthly during an assigned time. Other meetings will take place as necessary.	Behavioral Support Program, Community Engagement, Extra Curricular	10/16/2015	05/25/2016	\$0	No Funding Required	All staff members will be advocates
Activity - At-Risk Behavioral Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rucker Boulevard has a retired D.A.R.E. officer employed at our school. She meets with at-risk behavior students daily to encourage them to do their best and to pull them out as needed to keep from reaching the point where a discipline referral is needed. We also have a behavioral Special Education Classroom in which students with behavioral needs receive lessons on life skills.	Behavioral Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Ms. Cindy Dunaway Mrs. Danielle Myers
Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mrs. Howell, the media specialist will facilitate a lesson on digital citizenship to encourage productive collaboration and learning in the global society. Teachers will continue to reinforce this behavior.	Behavioral Support Program	09/28/2015	05/27/2016	\$0	No Funding Required	Mrs. Howell and All teachers

Strategy 2:

Provide Outlets and Extracurricular Activities - Rucker Boulevard Elementary will provide a number of outlets and activities to help decrease discipline problems and ensure success for all students.

Research Cited: AdvancED Standards for Quality Schools (Standard 4)

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Activity - Student of the Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month teachers nominate one student from their homerooms to represent the class as student of the month. The students pictures are displayed in the school and they have a small celebration.	Behavioral Support Program	08/28/2015	05/27/2016	\$0	No Funding Required	Ms. Cindy Dunaway, Mrs. Nancy VanVleck, and Mrs. Sheree Hardrick
Activity - Outdoor Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rucker Boulevard Elementary School has an outdoor classroom. The RBE Outdoor Classroom was designed by students, and it is used by students. The teachers will try to involve the different outdoor sections into as many lessons as possible so that students are able to vent outside of the rigidity of a standard classroom.	Extra Curricular	08/13/2014	05/27/2016	\$0	No Funding Required	All faculty and staff

Goal 2: Enhance the learner through a deep understanding, conceptualization, and mastery of College and Career Ready Standards, high impact instruction, and assessment for all core content areas but especially math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in the ELA College and Career Readiness Standards in Mathematics by 05/25/2016 as measured by STAR Screening Assessment data and ASPIRE Math Assessment Data.

(shared) Strategy 1:

Empower teachers to provide high impact instruction and assessment through collaboration, innovation, and appropriate resources. - Teachers will be provided with professional development to unpack the standards to be able to prepare lessons that help each student show growth towards mastering the standards using best teaching practices..

- Raising standards for all students in English language arts and mathematics;
- Developing better assessments aligned with college and career-ready standards;
- Implementing a complete education through improved professional development and evidence-based instruction models and support.

Research Cited: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - Collaborative Professional Development Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Four professional development days have been embedded into the school calendar to provide collaborative opportunities to all teachers grades 1-6 on high impact instruction.	Professional Learning	09/04/2015	05/20/2016	\$0	No Funding Required	Central Office, Instructional Partners, Administrators All instructional staff will attend.
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Activity - Instructional Rounds/ Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly instructional rounds and/or learning walks will be conducted by teachers and administrators. Feedback, discussions, and reflections from these instructional rounds will be used to enhance instruction. These modifications will enable teachers to better meet the needs of all students by using best/next teaching practices to engage all students.	Academic Support Program	09/03/2015	05/20/2016	\$0	No Funding Required	All teachers, administrators, and a variety of central office personnel

Activity - Teacher Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Program Goals:</p> <ul style="list-style-type: none"> · To provide beginning teachers an effective transition into the teaching profession; · To provide seasoned teachers new to our school an effective transition to Rucker Boulevard Elementary; · To increase the retention rate of beginning teachers; · To have a positive effect on student achievement, and; · To create a more comprehensive mentoring program by bringing various efforts to support beginning teachers together in a more intensive school wide program <p>Program Requirements:</p> <ul style="list-style-type: none"> · First year teachers are paired with mentors based on common certification areas. · Mentoring will last for one full year. <p>A mentor meeting log is kept by the mentor.</p>	Recruitment and Retention	09/07/2015	05/20/2016	\$0	No Funding Required	All mentors and mentees as assigned by the principal

Activity - Walkthroughs/Formal Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct periodic walkthroughs and formal observations. Feedback from these observations will be used to modify instruction. These modifications will enable teachers to better meet the needs of all students.	Policy and Process	08/11/2014	05/22/2015	\$0	No Funding Required	System and School Administrators

Activity - New Teacher Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All new teachers receive New Teacher Orientation prior to school starting. Teachers are given guides to help them with technology associated with grades and attendance. They will also be given guidelines for lesson plans and other important information involved with student achievement. System administrators introduce themselves and offer advice. RBES also conducted their own New Teacher Orientation which was provided by the Instructional Partner and the Secretary.	Recruitment and Retention	07/30/2014	08/08/2014	\$0	No Funding Required	Instructional Partner, Secretary, New Teachers
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Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least monthly, students will attend a one hour program organized by the counselor. The programs will include topics such as drug prevention, motivation, and other character areas to help prepare students to be productive citizens. The instructional staff will have this extra hour to plan vertically with other teachers throughout the school.	Academic Support Program, Professional Learning	09/03/2015	04/29/2016	\$0	No Funding Required	All instructional staff

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rucker Boulevard Elementary School received a grant from ALSDE/ALEX to receive professional development and support as we begin facilitating project based learning. The principal, instructional partner, media specialist, elementary director, and a general education teacher attended the initial professional development June 2015 in Birmingham, AL. A PBL unit was devised for the general education teacher to try. All teachers will receive training and support throughout the year to be able to facilitate at least one PBL during the second semester.	Academic Support Program, Direct Instruction, Professional Learning	06/16/2015	05/20/2016	\$0	No Funding Required	The PBL team to guide all teachers

(shared) Strategy 2:

Use standard-based assessments for data - We will use assessments aligned with college and career-ready standards to test the skill and standards mastered by individual students, classes, and grade-levels.

Research Cited: U.S. Department of Education Publication: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - STAR Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 1-6 will take 3 STAR benchmark tests. Tier II and Tier III math students will take a progress monitoring test monthly. All data gathered will be used by teachers to guide individual and grade-level instruction.	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers and interventionists

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Compass Learning program will be used to target individual needs using the learning path created for individual students after taking the STAR assessment.	Academic Support Program	08/28/2015	05/20/2016	\$0	No Funding Required	Classroom teachers will provide time for students to work on their assigned learning path.
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Activity - PST/Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in RTI and Data meetings to discuss current individual, class, and grade-level mastery of standards and then discuss our next steps in instruction to help all students master the standards.	Academic Support Program	09/04/2015	05/27/2016	\$0	No Funding Required	Administrator, Interventionist, Instructional Partner, Special Education teachers, and all classroom teachers

(shared) Strategy 3:

Empower teachers and students to utilize digital tools through a comprehensive infrastructure - Increase Technology Inventory and Increase Teacher Knowledge of Available Technology - Rucker Boulevard will increase their technology effectiveness by purchasing more devices and equipment along with providing necessary training to all teachers on the use of technology.

Research Cited: <https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive several professional development opportunities in the areas of weakness as noted in the staff survey. Also, teachers will have the opportunity to attend several Technology in Motion Trainings provided by Dr. Ron Weldon. Dr. Weldon provides PD on a variety of technology.	Professional Learning	08/28/2014	05/22/2015	\$0	No Funding Required	All teachers and Dr. Ron Weldon Technology in Motion

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mrs. Howell, the media specialist will facilitate a lesson on digital citizenship to encourage productive collaboration and learning in the global society. Teachers will continue to reinforce this behavior.	Academic Support Program, Direct Instruction	09/28/2015	05/27/2016	\$0	No Funding Required	Mrs. Howell, Media Specialist General Education Classroom Teachers

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Activity - Technology in the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After signing a contract, all students are allowed to bring their own technological device and use it when appropriate to enhance instruction. We call this program BYOD or Connect 2 Learn. We also have a computer lab and iPads available if teachers want to reserve them. Teachers incorporate technology into their lessons at least weekly.	Academic Support Program, Technology	08/06/2015	05/20/2016	\$0	No Funding Required	All classroom teachers
Activity - Google Drive Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beth Sanders, Coordinator of Technology Innovation, will provide all faculty/staff with Google Drive Training. She will break it down into sessions starting with Google Docs training. Follow-up sessions and support will be provided.	Technology	09/04/2015	05/20/2016	\$0	No Funding Required	All faculty/staff
Activity - Technology Innovation Experience Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our "why" for the Technology Innovation Experience is grounded in creating a collective unit of digital teacher and student leaders modeling learning environments that highlight high-impact instructional strategies in technology integration and innovation. These digital leaders' classrooms will become spaces of learning for other adult learners to be engaged, inspired, and provided support to shift their own selves and classrooms to this level of teaching and learning. Technology is the means not the mission. Everything we do in TIE is grounded in teaching and learning. The first questions are always, "Who are the learners, and what educational challenges are they grappling with -- both teachers and students?" We aren't going to start with the goal of creating the most flashy project or a viral sensation. Instead, we are going to focus on choosing the medium or technology that delivers the most effective learning experience for our specific learning goal. No previous computer science or technology experience is required to join TIE, only a passion for harnessing innovation and creativity to improve educational outcomes for all learners and a commitment to help get every person in our district to this level. Our ultimate goal being that we become a collective unit of digital leaders, integrating into the work of leadership...thus creating a model that can and will inspire the change that we need to see in our teaching and learning district-wide to ensure every student truly is college, career, and life ready leaders of their own learning.	Direct Instruction, Technology, Professional Learning	10/01/2015	05/20/2016	\$0	No Funding Required	Beth Sanders, Britany Howell, Hillery Montel, Hali Quincey, and 5 general education teachers
Activity - Addition of Technology to include iPads and Chromebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Money allocated to materials and supplies will be used to purchase new and improved technology to be used by all teachers. Chromebooks and iPads will then be made available to all instructional staff to integrate into lessons.	Academic Support Program, Direct Instruction, Technology	10/01/2015	05/27/2016	\$16491	Title I Schoolwide	All instructional staff

Strategy 4:

Math Leadership Team - Enterprise City Schools coordinated the development of a math leadership team in Spring 2015. Each grade level had a leadership team that consisted of a lead math teacher from each elementary school. The leadership team worked together to develop a pacing guide, common assessments, and compile resources for each standard.

Research Cited: <http://www.mathedleadership.org/ccss/index.html>

Activity - Math Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math leadership team along with the math specialists developed a common assessment using STAR custom to be taken by all students at the end of each quarter. The data from the assessment will be used to record standard mastery and to make instructional decisions.	Other - Assessments	10/01/2015	05/27/2016	\$0	No Funding Required	All math teachers and Math Specialists

Activity - Real World Application	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math leadership team along with the math specialists facilitated professional development for all math teachers on developing and assessing real world math application tasks. Application tasks will be used by all teachers to help assess master of the math CCRS. They will also count as a portion of each student's grade. Support in the development and assessing of these tasks will be given throughout the year by Laura Wildzunas, elementary math specialist.	Academic Support Program, Direct Instruction	09/04/2015	05/25/2016	\$0	No Funding Required	All math teachers

Activity - Math Journaling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math leadership team along with the math specialists facilitated professional development for all math teachers on developing, facilitating, and assessing math journals. Math journals will be used by all teachers to help assess master of the math CCRS to include modeling and justification. They will also count as a portion of each student's grade. Support in the development and assessing of these tasks will be given throughout the year by Laura Wildzunas, elementary math specialist.	Academic Support Program, Direct Instruction, Professional Learning	08/14/2015	05/25/2016	\$0	No Funding Required	All math teachers and math specialist

Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency in the Content Standards in Reading by 05/22/2015 as measured by STAR Reading Assessments and the ASPIRE Reading Assessment.

(shared) Strategy 1:

Empower teachers to provide high impact instruction and assessment through collaboration, innovation, and appropriate resources. - Teachers will be provided with professional development to unpack the standards to be able to prepare lessons that help each student show growth towards mastering the standards using best teaching practices..

- Raising standards for all students in English language arts and mathematics;
- Developing better assessments aligned with college and career-ready standards;

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- Implementing a complete education through improved professional development and evidence-based instruction models and support.

Research Cited: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - Collaborative Professional Development Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four professional development days have been embedded into the school calendar to provide collaborative opportunities to all teachers grades 1-6 on high impact instruction.	Professional Learning	09/04/2015	05/20/2016	\$0	No Funding Required	Central Office, Instructional Partners, Administrators All instructional staff will attend.

Activity - Instructional Rounds/ Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly instructional rounds and/or learning walks will be conducted by teachers and administrators. Feedback, discussions, and reflections from these instructional rounds will be used to enhance instruction. These modifications will enable teachers to better meet the needs of all students by using best/next teaching practices to engage all students.	Academic Support Program	09/03/2015	05/20/2016	\$0	No Funding Required	All teachers, administrators, and a variety of central office personnel

Activity - Teacher Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Program Goals:</p> <ul style="list-style-type: none"> · To provide beginning teachers an effective transition into the teaching profession; · To provide seasoned teachers new to our school an effective transition to Rucker Boulevard Elementary; · To increase the retention rate of beginning teachers; · To have a positive effect on student achievement, and; · To create a more comprehensive mentoring program by bringing various efforts to support beginning teachers together in a more intensive school wide program <p>Program Requirements:</p> <ul style="list-style-type: none"> · First year teachers are paired with mentors based on common certification areas. · Mentoring will last for one full year. <p>A mentor meeting log is kept by the mentor.</p>	Recruitment and Retention	09/07/2015	05/20/2016	\$0	No Funding Required	All mentors and mentees as assigned by the principal

Activity - Walkthroughs/Formal Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators will conduct periodic walkthroughs and formal observations. Feedback from these observations will be used to modify instruction. These modifications will enable teachers to better meet the needs of all students.	Policy and Process	08/11/2014	05/22/2015	\$0	No Funding Required	System and School Administrators
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Activity - New Teacher Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers receive New Teacher Orientation prior to school starting. Teachers are given guides to help them with technology associated with grades and attendance. They will also be given guidelines for lesson plans and other important information involved with student achievement. System administrators introduce themselves and offer advice. RBES also conducted their own New Teacher Orientation which was provided by the Instructional Partner and the Secretary.	Recruitment and Retention	07/30/2014	08/08/2014	\$0	No Funding Required	Instructional Partner, Secretary, New Teachers

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least monthly, students will attend a one hour program organized by the counselor. The programs will include topics such as drug prevention, motivation, and other character areas to help prepare students to be productive citizens. The instructional staff will have this extra hour to plan vertically with other teachers throughout the school.	Academic Support Program, Professional Learning	09/03/2015	04/29/2016	\$0	No Funding Required	All instructional staff

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rucker Boulevard Elementary School received a grant from ALSDE/ALEX to receive professional development and support as we begin facilitating project based learning. The principal, instructional partner, media specialist, elementary director, and a general education teacher attended the initial professional development June 2015 in Birmingham, AL. A PBL unit was devised for the general education teacher to try. All teachers will receive training and support throughout the year to be able to facilitate at least one PBL during the second semester.	Academic Support Program, Direct Instruction, Professional Learning	06/16/2015	05/20/2016	\$0	No Funding Required	The PBL team to guide all teachers

(shared) Strategy 2:

Use standard-based assessments for data - We will use assessments aligned with college and career-ready standards to test the skill and standards mastered by individual students, classes, and grade-levels.

Research Cited: U.S. Department of Education Publication: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - STAR Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 1-6 will take 3 STAR benchmark tests. Tier II and Tier III math students will take a progress monitoring test monthly. All data gathered will be used by teachers to guide individual and grade-level instruction.	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	All teachers and interventionists

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Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Compass Learning program will be used to target individual needs using the learning path created for individual students after taking the STAR assessment.	Academic Support Program	08/28/2015	05/20/2016	\$0	No Funding Required	Classroom teachers will provide time for students to work on their assigned learning path.

Activity - PST/Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in RTI and Data meetings to discuss current individual, class, and grade-level mastery of standards and then discuss our next steps in instruction to help all students master the standards.	Academic Support Program	09/04/2015	05/27/2016	\$0	No Funding Required	Administrator, Interventionist, Instructional Partner, Special Education teachers, and all classroom teachers

(shared) Strategy 3:

Empower teachers and students to utilize digital tools through a comprehensive infrastructure - Increase Technology Inventory and Increase Teacher Knowledge of Available Technology - Rucker Boulevard will increase their technology effectiveness by purchasing more devices and equipment along with providing necessary training to all teachers on the use of technology.

Research Cited: <https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive several professional development opportunities in the areas of weakness as noted in the staff survey. Also, teachers will have the opportunity to attend several Technology in Motion Trainings provided by Dr. Ron Weldon. Dr. Weldon provides PD on a variety of technology.	Professional Learning	08/28/2014	05/22/2015	\$0	No Funding Required	All teachers and Dr. Ron Weldon Technology in Motion

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mrs. Howell, the media specialist will facilitate a lesson on digital citizenship to encourage productive collaboration and learning in the global society. Teachers will continue to reinforce this behavior.	Academic Support Program, Direct Instruction	09/28/2015	05/27/2016	\$0	No Funding Required	Mrs. Howell, Media Specialist General Education Classroom Teachers

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Activity - Technology in the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After signing a contract, all students are allowed to bring their own technological device and use it when appropriate to enhance instruction. We call this program BYOD or Connect 2 Learn. We also have a computer lab and iPads available if teachers want to reserve them. Teachers incorporate technology into their lessons at least weekly.	Academic Support Program, Technology	08/06/2015	05/20/2016	\$0	No Funding Required	All classroom teachers
Activity - Google Drive Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beth Sanders, Coordinator of Technology Innovation, will provide all faculty/staff with Google Drive Training. She will break it down into sessions starting with Google Docs training. Follow-up sessions and support will be provided.	Technology	09/04/2015	05/20/2016	\$0	No Funding Required	All faculty/staff
Activity - Technology Innovation Experience Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our "why" for the Technology Innovation Experience is grounded in creating a collective unit of digital teacher and student leaders modeling learning environments that highlight high-impact instructional strategies in technology integration and innovation. These digital leaders' classrooms will become spaces of learning for other adult learners to be engaged, inspired, and provided support to shift their own selves and classrooms to this level of teaching and learning. Technology is the means not the mission. Everything we do in TIE is grounded in teaching and learning. The first questions are always, "Who are the learners, and what educational challenges are they grappling with -- both teachers and students?" We aren't going to start with the goal of creating the most flashy project or a viral sensation. Instead, we are going to focus on choosing the medium or technology that delivers the most effective learning experience for our specific learning goal. No previous computer science or technology experience is required to join TIE, only a passion for harnessing innovation and creativity to improve educational outcomes for all learners and a commitment to help get every person in our district to this level. Our ultimate goal being that we become a collective unit of digital leaders, integrating into the work of leadership...thus creating a model that can and will inspire the change that we need to see in our teaching and learning district-wide to ensure every student truly is college, career, and life ready leaders of their own learning.	Direct Instruction, Technology, Professional Learning	10/01/2015	05/20/2016	\$0	No Funding Required	Beth Sanders, Britany Howell, Hillery Montel, Hali Quincey, and 5 general education teachers
Activity - Addition of Technology to include iPads and Chromebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Money allocated to materials and supplies will be used to purchase new and improved technology to be used by all teachers. Chromebooks and iPads will then be made available to all instructional staff to integrate into lessons.	Academic Support Program, Direct Instruction, Technology	10/01/2015	05/27/2016	\$16491	Title I Schoolwide	All instructional staff

Strategy 4:

ELA Leadership Team - Enterprise City Schools coordinated the development of a ELA leadership team in May 2015. Each grade level had a leadership team that consisted of a lead ELA teacher from each elementary school. The leadership team will together to develop a pacing guide, common assessment, and compile resources for each standard. The pacing guide will be implemented August 2016.

Research Cited: <http://www.corestandards.org/about-the-standards/development-process/>

Activity - ELA CCRS Pacing and Breakdown	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA leadership team used the Alabama Insight Tool to unpack the standards and pace quarterly. The 2015-2016 school year will be used to tweak the pacing for full implementation to begin in August 2016.	Academic Support Program	05/01/2015	08/12/2016	\$0	No Funding Required	ELA Leadership Team

Goal 3: Decrease Teacher Turnover**Measurable Objective 1:**

collaborate to assist teachers in the engagement and growth of student learning by 05/20/2016 as measured by walkthroughs, teacher evaluations, informal observations, student data, Educate Alabama, and lesson plans.

Strategy 1:

Teacher Support - New teachers will receive training to support them in increasing student achievement.

Research Cited: U.S Department of Education Publication

Activity - New Teacher Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers receive New Teacher Orientation prior to school starting. Teachers are given guides to help them with technology associated with grades and attendance. They will also be given guidelines for lesson plans and other important information involved with student achievement. System administrators introduce themselves and offer advice.	Recruitment and Retention	08/07/2013	08/07/2013	\$0	No Funding Required	System administrators and new teachers

Activity - Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Program Goals:</p> <ul style="list-style-type: none"> To provide beginning teachers an effective transition into the teaching profession; To provide seasoned teachers new to our school an effective transition to Rucker Boulevard Elementary; To increase the retention rate of beginning teachers; To have a positive effect on student achievement, and; To create a more comprehensive mentoring program by bringing various efforts to support beginning teachers together in a more intensive school wide program <p>Program Requirements:</p> <ul style="list-style-type: none"> First year teachers are paired with mentors based on common certification areas. Mentoring will last for one full year. Mentors of first and second year teachers should schedule time together as they are able or as needed; however, the program requires a minimum of one documented contact per week. Mentors of veteran teachers that are new to Rucker Boulevard should schedule time together as they are able or as needed; however, the program requires a minimum of two documented contacts per month. <p>A mentor meeting log is kept by the mentor.</p>	<p>Recruitment and Retention</p>	<p>10/01/2013</p>	<p>05/22/2014</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators, Mentors, Mentees</p>
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Activity - Walkthroughs/Formal Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Administrators will conduct walkthroughs and formal observations for all teachers. Teachers will be provided feedback with commendations (glows) and recommendations (grows) with specific action steps for growth.</p>	<p>Recruitment and Retention, Professional Learning, Policy and Process</p>	<p>08/06/2015</p>	<p>05/27/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All administrators</p>

Activity - Instructional Partner	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The instructional partner will facilitate professional development and reflection based on teacher voice and choice to include the following: modeling with everyone reflective dialogue building teacher leaders differentiated supports developing & maintaining high expectations	Recruitment and Retention, Professional Learning	08/17/2015	05/20/2016	\$0	No Funding Required	Instructional Partner, Hali Quincey
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Goal 4: Increase the proficiency of the English Language Learners in the English Language

Measurable Objective 1:

A 5% increase of English Learners students will demonstrate a proficiency in reading, writing, listening, and speaking in English Language Arts by 05/27/2016 as measured by level of 4.8 or higher on the ACCESS test.

Strategy 1:

EL Instruction - - Implement a research-based systematic model of EL literacy and instruction strategies within the classroom

Research Cited: <http://www.wida.us/research/agenda/Standards/index.aspx>

Activity - Utilize Wonders and Finish Line	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Wonders and Finish Line Reading Series EL Instruction Kit, Tier II, Strategic Intervention	Academic Support Program	08/06/2015	05/20/2016	\$0	No Funding Required	EL paraprofessional

Activity - EL Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several opportunities will be provided by the Enterprise City School System on the WIDA Standards, SDAIE, SAMUEL, and a variety of other topics for teachers of EL students.	Professional Learning	09/04/2015	05/20/2016	\$0	No Funding Required	Central Office Personnel

Activity - ECS EL Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An EL Specialist was hired for the system. RBE will use the EL specialist to provide training on the specifics of EL documentation to include goal setting and the roles of the EL team. The EL Specialist will also provide professional development on instructional strategies and accommodations for EL students. The EL Specialist will assist in planning and modeling these instructional strategies and accommodations as needed.	Academic Support Program, Direct Instruction, Professional Learning, Policy and Process	09/28/2015	05/27/2016	\$0	No Funding Required	Stacy Waldrop, EL Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Real World Application	The math leadership team along with the math specialists facilitated professional development for all math teachers on developing and assessing real world math application tasks. Application tasks will be used by all teachers to help assess master of the math CCRS. They will also count as a portion of each student's grade. Support in the development and assessing of these tasks will be given throughout the year by Laura Wildzunas, elementary math specialist.	Academic Support Program, Direct Instruction	09/04/2015	05/25/2016	\$0	All math teachers
Compass Learning	The Compass Learning program will be used to target individual needs using the learning path created for individual students after taking the STAR assessment.	Academic Support Program	08/28/2015	05/20/2016	\$0	Classroom teachers will provide time for students to work on their assigned learning path.
EL Professional Development	Several opportunities will be provided by the Enterprise City School System on the WIDA Standards, SDAIE, SAMUEL, and a variety of other topics for teachers of EL students.	Professional Learning	09/04/2015	05/20/2016	\$0	Central Office Personnel
Outdoor Classroom	Rucker Boulevard Elementary School has an outdoor classroom. The RBE Outdoor Classroom was designed by students, and it is used by students. The teachers will try to involve the different outdoor sections into as many lessons as possible so that students are able to vent outside of the rigidity of a standard classroom.	Extra Curricular	08/13/2014	05/27/2016	\$0	All faculty and staff
New Teacher Orientation	All new teachers receive New Teacher Orientation prior to school starting. Teachers are given guides to help them with technology associated with grades and attendance. They will also be given guidelines for lesson plans and other important information involved with student achievement. System administrators introduce themselves and offer advice.	Recruitment and Retention	08/07/2013	08/07/2013	\$0	System administrators and new teachers

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Collaborative Professional Development Days	Four professional development days have been embedded into the school calendar to provide collaborative opportunities to all teachers grades 1-6 on high impact instruction.	Professional Learning	09/04/2015	05/20/2016	\$0	Central Office, Instructional Partners, Administrators All instructional staff will attend.
Instructional Rounds/Learning Walks	Monthly instructional rounds and/or learning walks will be conducted by teachers and administrators. Feedback, discussions, and reflections from these instructional rounds will be used to enhance instruction. These modifications will enable teachers to better meet the needs of all students by using best/next teaching practices to engage all students.	Academic Support Program	09/03/2015	05/20/2016	\$0	All teachers, administrators, and a variety of central office personnel
C.A.T.S. Program/ Extracurricular Clubs	C.A.T.S. (Children and Adults Targeting Success) Program Rucker Boulevard Elementary School has implemented a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience, as well as, facilitates a extracurricular club determined by the students' interests. Students and advocates will meet monthly during an assigned time. Other meetings will take place as necessary.	Behavioral Support Program, Community Engagement, Extra Curricular	10/16/2015	05/25/2016	\$0	All staff members will be advocates
Walkthroughs/Formal Observations	Administrators will conduct periodic walkthroughs and formal observations. Feedback from these observations will be used to modify instruction. These modifications will enable teachers to better meet the needs of all students.	Policy and Process	08/11/2014	05/22/2015	\$0	System and School Administrators
Math Common Assessments	The math leadership team along with the math specialists developed a common assessment using STAR custom to be taken by all students at the end of each quarter. The data from the assessment will be used to record standard mastery and to make instructional decisions.	Other - Assessments	10/01/2015	05/27/2016	\$0	All math teachers and Math Specialists
New Teacher Orientation	All new teachers receive New Teacher Orientation prior to school starting. Teachers are given guides to help them with technology associated with grades and attendance. They will also be given guidelines for lesson plans and other important information involved with student achievement. System administrators introduce themselves and offer advice. RBES also conducted their own New Teacher Orientation which was provided by the Instructional Partner and the Secretary.	Recruitment and Retention	07/30/2014	08/08/2014	\$0	Instructional Partner, Secretary, New Teachers

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Project Based Learning	Rucker Boulevard Elementary School received a grant from ALSDE/ALEX to receive professional development and support as we begin facilitating project based learning. The principal, instructional partner, media specialist, elementary director, and a general education teacher attended the initial professional development June 2015 in Birmingham, AL. A PBL unit was devised for the general education teacher to try. All teachers will receive training and support throughout the year to be able to facilitate at least one PBL during the second semester.	Academic Support Program, Direct Instruction, Professional Learning	06/16/2015	05/20/2016	\$0	The PBL team to guide all teachers
PST/Data Meetings	All teachers will participate in RTI and Data meetings to discuss current individual, class, and grade-level mastery of standards and then discuss our next steps in instruction to help all students master the standards.	Academic Support Program	09/04/2015	05/27/2016	\$0	Administrator, Interventionist, Instructional Partner, Special Education teachers, and all classroom teachers
Math Journaling	The math leadership team along with the math specialists facilitated professional development for all math teachers on developing, facilitating, and assessing math journals. Math journals will be used by all teachers to help assess master of the math CCRS to include modeling and justification. They will also count as a portion of each student's grade. Support in the development and assessing of these tasks will be given throughout the year by Laura Wildzunas, elementary math specialist.	Academic Support Program, Direct Instruction, Professional Learning	08/14/2015	05/25/2016	\$0	All math teachers and math specialist
At-Risk Behavioral Support	Rucker Boulevard has a retired D.A.R.E. officer employed at our school. She meets with at-risk behavior students daily to encourage them to do their best and to pull them out as needed to keep from reaching the point where a discipline referral is needed. We also have a behavioral Special Education Classroom in which students with behavioral needs receive lessons on life skills.	Behavioral Support Program	08/06/2014	05/29/2015	\$0	Ms. Cindy Dunaway Mrs. Danielle Myers

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Rucker Boulevard Elementary School

Technology Innovation Experience Team	Our “why” for the Technology Innovation Experience is grounded in creating a collective unit of digital teacher and student leaders modeling learning environments that highlight high-impact instructional strategies in technology integration and innovation. These digital leaders’ classrooms will become spaces of learning for other adult learners to be engaged, inspired, and provided support to shift their own selves and classrooms to this level of teaching and learning. Technology is the means not the mission. Everything we do in TIE is grounded in teaching and learning. The first questions are always, “Who are the learners, and what educational challenges are they grappling with -- both teachers and students?” We aren’t going to start with the goal of creating the most flashy project or a viral sensation. Instead, we are going to focus on choosing the medium or technology that delivers the most effective learning experience for our specific learning goal. No previous computer science or technology experience is required to join TIE, only a passion for harnessing innovation and creativity to improve educational outcomes for all learners and a commitment to help get every person in our district to this level. Our ultimate goal being that we become a collective unit of digital leaders, integrating into the work of leadership...thus creating a model that can and will inspire the change that we need to see in our teaching and learning district-wide to ensure every student truly is college, career, and life ready leaders of their own learning.	Direct Instruction, Technology, Professional Learning	10/01/2015	05/20/2016	\$0	Beth Sanders, Britany Howell, Hillery Montel, Hali Quincey, and 5 general education teachers
Utilize Wonders and Finish Line	Utilize Wonders and Finish Line Reading Series EL Instruction Kit, Tier II, Strategic Intervention	Academic Support Program	08/06/2015	05/20/2016	\$0	EL paraprofessional
Digital Citizenship	Mrs. Howell, the media specialist will facilitate a lesson on digital citizenship to encourage productive collaboration and learning in the global society. Teachers will continue to reinforce this behavior.	Behavioral Support Program	09/28/2015	05/27/2016	\$0	Mrs. Howell and All teachers
Digital Citizenship	Mrs. Howell, the media specialist will facilitate a lesson on digital citizenship to encourage productive collaboration and learning in the global society. Teachers will continue to reinforce this behavior.	Academic Support Program, Direct Instruction	09/28/2015	05/27/2016	\$0	Mrs. Howell, Media Specialist General Education Classroom Teachers
STAR Assessments	All students in grades 1-6 will take 3 STAR benchmark tests. Tier II and Tier III math students will take a progress monitoring test monthly. All data gathered will be used by teachers to guide individual and grade-level instruction.	Academic Support Program	08/17/2015	05/27/2016	\$0	All teachers and interventionists

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Walkthroughs/Formal Observations	Administrators will conduct walkthroughs and formal observations for all teachers. Teachers will be provided feedback with commendations (glows) and recommendations (grows) with specific action steps for growth.	Recruitment and Retention, Professional Learning, Policy and Process	08/06/2015	05/27/2016	\$0	All administrators
Collaborative Planning	At least monthly, students will attend a one hour program organized by the counselor. The programs will include topics such as drug prevention, motivation, and other character areas to help prepare students to be productive citizens. The instructional staff will have this extra hour to plan vertically with other teachers throughout the school.	Academic Support Program, Professional Learning	09/03/2015	04/29/2016	\$0	All instructional staff
Student of the Month	Each month teachers nominate one student from their homerooms to represent the class as student of the month. The students pictures are displayed in the school and they have a small celebration.	Behavioral Support Program	08/28/2015	05/27/2016	\$0	Ms. Cindy Dunaway, Mrs. Nancy VanVleck, and Mrs. Sheree Hardrick
Google Drive Training	Beth Sanders, Coordinator of Technology Innovation, will provide all faculty/staff with Google Drive Training. She will break it down into sessions starting with Google Docs training. Follow-up sessions and support will be provided.	Technology	09/04/2015	05/20/2016	\$0	All faculty/staff
Instructional Partner	The instructional partner will facilitate professional development and reflection based on teacher voice and choice to include the following: modeling with everyone reflective dialogue building teacher leaders differentiated supports developing & maintaining high expectations	Recruitment and Retention, Professional Learning	08/17/2015	05/20/2016	\$0	Instructional Partner, Hali Quincey

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Rucker Boulevard Elementary School

Mentor Program	<p>Program Goals:</p> <ul style="list-style-type: none"> · To provide beginning teachers an effective transition into the teaching profession; · To provide seasoned teachers new to our school an effective transition to Rucker Boulevard Elementary; · To increase the retention rate of beginning teachers; · To have a positive effect on student achievement, and; · To create a more comprehensive mentoring program by bringing various efforts to support beginning teachers together in a more intensive school wide program <p>Program Requirements:</p> <ul style="list-style-type: none"> · First year teachers are paired with mentors based on common certification areas. · Mentoring will last for one full year. · Mentors of first and second year teachers should schedule time together as they are able or as needed; however, the program requires a minimum of one documented contact per week. · Mentors of veteran teachers that are new to Rucker Boulevard should schedule time together as they are able or as needed; however, the program requires a minimum of two documented contacts per month. <p>A mentor meeting log is kept by the mentor.</p>	Recruitment and Retention	10/01/2013	05/22/2014	\$0	Administrators, Mentors, Mentees
ECS EL Specialist	<p>An EL Specialist was hired for the system. RBE will use the EL specialist to provide training on the specifics of EL documentation to include goal setting and the roles of the EL team. The EL Specialist will also provide professional development on instructional strategies and accommodations for EL students. The EL Specialist will assist in planning and modeling these instructional strategies and accommodations as needed.</p>	Academic Support Program, Direct Instruction, Professional Learning, Policy and Process	09/28/2015	05/27/2016	\$0	Stacy Waldrop, EL Specialist
Technology in the Classroom	<p>After signing a contract, all students are allowed to bring their own technological device and use it when appropriate to enhance instruction. We call this program BYOD or Connect 2 Learn. We also have a computer lab and iPads available if teachers want to reserve them. Teachers incorporate technology into their lessons at least weekly.</p>	Academic Support Program, Technology	08/06/2015	05/20/2016	\$0	All classroom teachers

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Rucker Boulevard Elementary School

Teacher Mentoring Program	<p>Program Goals:</p> <ul style="list-style-type: none"> · To provide beginning teachers an effective transition into the teaching profession; · To provide seasoned teachers new to our school an effective transition to Rucker Boulevard Elementary; · To increase the retention rate of beginning teachers; · To have a positive effect on student achievement, and; · To create a more comprehensive mentoring program by bringing various efforts to support beginning teachers together in a more intensive school wide program <p>Program Requirements:</p> <ul style="list-style-type: none"> · First year teachers are paired with mentors based on common certification areas. · Mentoring will last for one full year. <p>A mentor meeting log is kept by the mentor.</p>	Recruitment and Retention	09/07/2015	05/20/2016	\$0	All mentors and mentees as assigned by the principal
Technology Professional Development	All teachers will receive several professional development opportunities in the areas of weakness as noted in the staff survey. Also, teachers will have the opportunity to attend several Technology in Motion Trainings provided by Dr. Ron Weldon. Dr. Weldon provides PD on a variety of technology.	Professional Learning	08/28/2014	05/22/2015	\$0	All teachers and Dr. Ron Weldon Technology in Motion
ELA CCRS Pacing and Breakdown	The ELA leadership team used the Alabama Insight Tool to unpack the standards and pace quarterly. The 2015-2016 school year will be used to tweak the pacing for full implementation to begin in August 2016.	Academic Support Program	05/01/2015	08/12/2016	\$0	ELA Leadership Team
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Addition of Technology to include iPads and Chromebooks	Title I Money allocated to materials and supplies will be used to purchase new and improved technology to be used by all teachers. Chromebooks and iPads will then be made available to all instructional staff to integrate into lessons.	Academic Support Program, Direct Instruction, Technology	10/01/2015	05/27/2016	\$16491	All instructional staff
Total					\$16491	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Overall, our parent survey was extremely positive. Listed below are a few of our higher ranking results.

Strengths:

- Our school's purpose statement is clearly focused on student success.
- Our school has high expectations for students in all classes.
- Our school provides a safe learning environment.
- Our school provides students with access to a variety of information resources to support learning.
- Our school communicates effectively about the school's goals and activities.
- All of my child's teachers give work that challenges my child.
- All of my child's teachers report on my child's progress in easy to understand language.
- My child knows the expectations for learning in all classes.
- My child has up-to-date computers and other technology to learning.
- Our school provides qualified staff members to support student learning.

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

Trend of Satisfaction:

- Our school's purpose statement is clearly focused on student success.
- Our school has high expectations for students in all classes.
- Our school provides a safe learning environment.
- Our school provides students with access to a variety of information resources to support learning.

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

Rucker Boulevard Elementary School only administered one parent survey for the 2014-15 school year.

Areas in Need of Improvement

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

Listed below are the responses that scored the lowest in the strongly agree and agree category.

- Our school's governing body does not interfere with the operation or leadership of our school
- All of my child's teachers meet his/her learning needs by individualizing instruction.
- All of my child's teachers help me to understand my child's progress.
- All of my child's teachers keep me informed regularly of how my child is being graded.

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

Trend for Lowest Satisfaction:

- Our school's governing body does not interfere with the operation or leadership of our school
- All of my child's teachers meet his/her learning needs by individualizing instruction.
- All of my child's teachers help me to understand my child's progress.

What are the implications for these stakeholder perceptions?

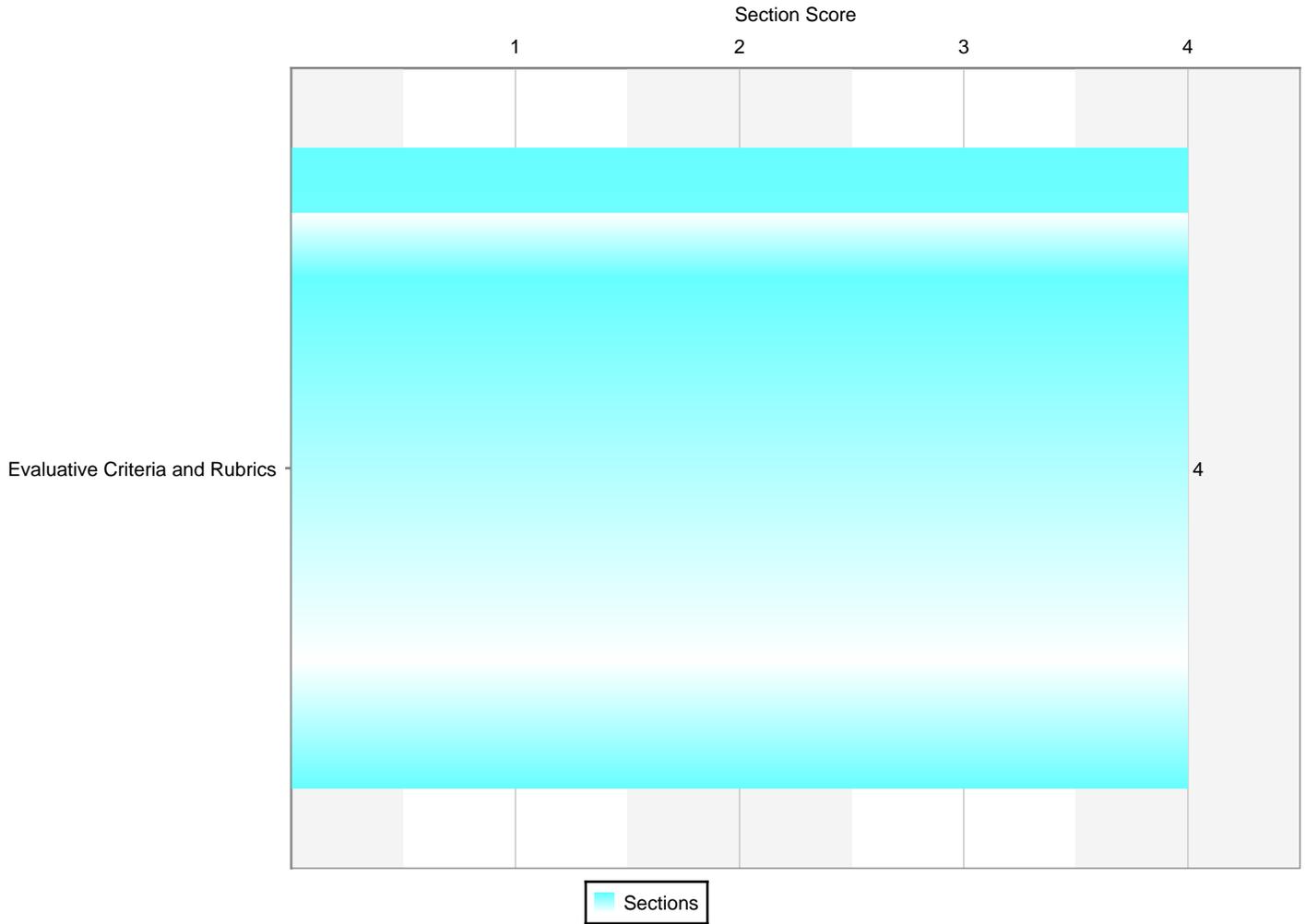
We are addressing our areas of weakness in our goals.

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

Rucker Boulevards only administered one parent survey for the 2014-15 school year.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Each year, stakeholders (administration, faculty, staff, parents and community members) are actively involved in the decision-making process which becomes the Rucker Boulevard Elementary School Continuous Improvement Plan. The Continuous Improvement Plan team met to review the ACIP from last year, review test data, set goals for the upcoming year, appoint committees, and to discuss allocated funds. Committees were responsible for data collection and analysis, for determining strengths and weaknesses, and for developing action steps. Agendas and sign-in sheets from each meeting were prepared and minutes were recorded.

Parents were involved in the planning and development of our ACIP and were asked to attend meetings and provide input. To address weaknesses and strengths in the 2015-2016 ACIP, stakeholders analyzed the 2014-2015 data. Assessment information was obtained from various sources including DIBELS Next, ACT Aspire, STAR Reading and Math Assessments, Wonders Unit tests, ACCESS tests, and end of the year data. Data for enrollment, teacher and student attendance, and certification were examined. InformationNOW was also utilized as a data source.

Teachers were consulted as goals and action steps were developed, submitted, and reviewed. Progress will be monitored throughout the year using various assessments. Results of the progress monitoring will be used by teachers, grade-levels, and faculty to make adjustments to ensure student success by the end of the 2015-2016 school year.

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

2014-2015 was the second school year we administered the ACT Aspire for reading and math. However, it is the first year we administered the science portion; therefore, we did not have science comparison data. The results of the assessments are below.

2014-2015 ASPIRE READING DATA

Grade	Exceeding	Ready	Close	Needs	Support
3rd	16%	29%	30%	25%	
4th	14%	34%	26%	26%	
5th	23%	17%	35%	24%	
6th	21.5%	17%	37%	24.5%	
Overall	19%	24%	32%	25%	

2015-2016 ASPIRE READING DATA

Grade	Exceeding	Ready	Close	Needs	Support
3rd	15%	31%	26%	28%	
4th	19%	33%	27%	21%	
5th	25%	24%	21%	30%	
6th	24%	37%	20%	19%	
Overall	22%	31%	23%	24%	

2014-2015 ASPIRE MATH DATA

Grade Exceeding Ready Close Needs Support

3rd 29% 39% 27% 5%

4th 5% 29% 49% 17%

5th 25% 34% 35% 6%

6th 6% 43% 39% 12%

Overall 16.5% 36% 37.5% 10%

2015-2016 ASPIRE MATH DATA

Grade Exceeding Ready Close Needs Support

3rd 14% 53% 27% 6%

4th 9% 47% 36% 8%

5th 16% 46% 34% 4%

6th 27% 30% 29% 14%

Overall 17% 44% 31% 8%

2015-2016 ASPIRE SCIENCE DATA

Grade Exceeding Ready Close Needs Support

3rd 16% 25% 18% 41%

4th 14% 30% 28% 28%

5th 17% 30% 31% 22%

6th 14% 43% 19% 24%

Overall 16% 31% 24% 29%

3. What conclusions were drawn from the results?

According to ACT ASPIRE Reading Data, the percentage of proficient students increased from 43% to 53%. However, we still have roughly the same percentage (24%) of students falling in the "Needs Support" category.

According to ACT ASPIRE Math Data, the percentage of proficient students increased from 53% to 61%. Yet again, we still have roughly the same percentage of students (8%) falling in the "Needs Support" category. All grade levels need to work on the application of math standards through Justification/Explanation and Modeling.

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

To increase parental involvement and student achievement, Rucker Boulevard Elementary School offers a multitude of outlets for parental involvement including, but not limited to:

ACIP

Rucker Boulevard Elementary School

INOW Parent Portal

Email Phone calls

SchoolCast

Progress Reports/ Report cards

Parent/Teacher conferences

Surveys

State testing home reports

Title I meeting

Family picnic

Parent visitation days

Open house

Awards ceremony

Spelling Bee

School process information related to analysis of existing curricula and personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measureable academic objectives.

Strengths

- EL teacher understands how to integrate EL curriculum and WIDA ELP standards with general education curriculum
- EL Committee determines placement and classroom strategies for EL students.
- EL teachers have been provided with the supplemental curriculum "ELL Finish Line Program" which correlates with the ACCESS for EL's assessment.
- EL committee is comprised of regular education teachers, counselor, administrator, EL teacher, instructional partner, interventionist, and the EL parent.

Weaknesses

- Classroom teachers continue to need more training on curriculum integration of the WIDA standards
- Only one EL paraprofessional in the building. There is not enough planning/collaboration time with classroom teachers and sufficient time spent on instruction.
- Communication between school/home is difficult

School process information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.

- Curriculum alignment has taken place with the development of pacing guides that assure standards are being met with the curriculum that is in place.
- AMSTI training continues for new teachers and those who may have transferred to another grade level.
- Math teachers have implemented journaling and application as part of their instruction and grading process. A common assessment was developed to review system data quarterly.
- Problem Solving Teams will be established to monitor Response to Instruction (RTI) in the areas of reading, math, and behavior.

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

Many of the goals for the 2015-16 school year are data driven from the previous school year based on weaknesses in various areas. The ACIP process assists in the collecting and analyzing of this data. Due to a change in our state assessment during the 2013-14 school year and unknown proficiency goals at this time, Rucker Boulevard will focus its goals on teachers learning the standards they are responsible to teach and teachers using best teaching practices to engage students in the classroom to include Project Based Learning and Technology Innovation.

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

All goals are based upon multiple sources of data such as test scores, attendance rates, discipline reports, etc. that have been analyzed and compared to identify our areas of weakness.

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

All goals were designed with the needs of all students in mind. Disadvantaged students who scored less than proficient according to the universal screening developed for RTI will be targeted for the 2015-16 school year. We realize the importance of closing the achievement gap between subgroups.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Enhance the learner through a deep understanding, conceptualization, and mastery of College and Career Ready Standards, high impact instruction, and assessment for all core content areas but especially math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in the ELA College and Career Readiness Standards in Mathematics by 05/25/2016 as measured by STAR Screening Assessment data and ASPIRE Math Assessment Data.

Strategy1:

Empower teachers to provide high impact instruction and assessment through collaboration, innovation, and appropriate resources. - Teachers will be provided with professional development to unpack the standards to be able to prepare lessons that help each student show growth towards mastering the standards using best teaching practices..

- Raising standards for all students in English language arts and mathematics;
- Developing better assessments aligned with college and career-ready standards;
- Implementing a complete education through improved professional development and evidence-based instruction models and support.

Research Cited: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rucker Boulevard Elementary School received a grant from ALSDE/ALEX to receive professional development and support as we begin facilitating project based learning. The principal, instructional partner, media specialist, elementary director, and a general education teacher attended the initial professional development June 2015 in Birmingham, AL. A PBL unit was devised for the general education teacher to try. All teachers will receive training and support throughout the year to be able to facilitate at least one PBL during the second semester.	Academic Support Program Professional Learning Direct Instruction			06/16/2015	05/20/2016	\$0 - No Funding Required	The PBL team to guide all teachers

ACIP

Rucker Boulevard Elementary School

Activity - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least monthly, students will attend a one hour program organized by the counselor. The programs will include topics such as drug prevention, motivation, and other character areas to help prepare students to be productive citizens. The instructional staff will have this extra hour to plan vertically with other teachers throughout the school.	Professional Learning Academic Support Program			09/03/2015	04/29/2016	\$0 - No Funding Required	All instructional staff

Activity - Collaborative Professional Development Days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four professional development days have been embedded into the school calendar to provide collaborative opportunities to all teachers grades 1-6 on high impact instruction.	Professional Learning			09/04/2015	05/20/2016	\$0 - No Funding Required	Central Office, Instructional Partners, Administrators All instructional staff will attend.

Activity - Instructional Rounds/ Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly instructional rounds and/or learning walks will be conducted by teachers and administrators. Feedback, discussions, and reflections from these instructional rounds will be used to enhance instruction. These modifications will enable teachers to better meet the needs of all students by using best/next teaching practices to engage all students.	Academic Support Program			09/03/2015	05/20/2016	\$0 - No Funding Required	All teachers, administrators, and a variety of central office personnel

Strategy2:

Use standard-based assessments for data - We will use assessments aligned with college and career-ready standards to test the skill and standards mastered by individual students, classes, and grade-levels.

Research Cited: U.S. Department of Education Publication: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - PST/Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in RTI and Data meetings to discuss current individual, class, and grade-level mastery of standards and then discuss our next steps in instruction to help all students master the standards.	Academic Support Program			09/04/2015	05/27/2016	\$0 - No Funding Required	Administrator, Interventionist, Instructional Partner, Special Education teachers, and all classroom teachers

ACIP

Rucker Boulevard Elementary School

Activity - STAR Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 1-6 will take 3 STAR benchmark tests. Tier II and Tier III math students will take a progress monitoring test monthly. All data gathered will be used by teachers to guide individual and grade-level instruction.	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers and interventionists

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Compass Learning program will be used to target individual needs using the learning path created for individual students after taking the STAR assessment.	Academic Support Program			08/28/2015	05/20/2016	\$0 - No Funding Required	Classroom teachers will provide time for students to work on their assigned learning path.

Strategy3:

Math Leadership Team - Enterprise City Schools coordinated the development of a math leadership team in Spring 2015. Each grade level had a leadership team that consisted of a lead math teacher from each elementary school. The leadership team worked together to develop a pacing guide, common assessments, and compile resources for each standard.

Research Cited: <http://www.mathedleadership.org/ccss/index.html>

Activity - Real World Application	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math leadership team along with the math specialists facilitated professional development for all math teachers on developing and assessing real world math application tasks. Application tasks will be used by all teachers to help assess master of the math CCRS. They will also count as a portion of each student's grade. Support in the development and assessing of these tasks will be given throughout the year by Laura Wildzunas, elementary math specialist.	Direct Instruction Academic Support Program			09/04/2015	05/25/2016	\$0 - No Funding Required	All math teachers

ACIP

Rucker Boulevard Elementary School

Activity - Math Journaling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math leadership team along with the math specialists facilitated professional development for all math teachers on developing, facilitating, and assessing math journals. Math journals will be used by all teachers to help assess master of the math CCRS to include modeling and justification. They will also count as a portion of each student's grade. Support in the development and assessing of these tasks will be given throughout the year by Laura Wildzunas, elementary math specialist.	Direct Instruction Professional Learning Academic Support Program			08/14/2015	05/25/2016	\$0 - No Funding Required	All math teachers and math specialist

Activity - Math Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math leadership team along with the math specialists developed a common assessment using STAR custom to be taken by all students at the end of each quarter. The data from the assessment will be used to record standard mastery and to make instructional decisions.	Other - Assessments			10/01/2015	05/27/2016	\$0 - No Funding Required	All math teachers and Math Specialists

Strategy4:

Empower teachers and students to utilize digital tools through a comprehensive infrastructure - Increase Technology Inventory and Increase Teacher Knowledge of Available Technology - Rucker Boulevard will increase their technology effectiveness by purchasing more devices and equipment along with providing necessary training to all teachers on the use of technology.

Research Cited: <https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

Activity - Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After signing a contract, all students are allowed to bring their own technological device and use it when appropriate to enhance instruction. We call this program BYOD or Connect 2 Learn. We also have a computer lab and iPADS available if teachers want to reserve them. Teachers incorporate technology into their lessons at least weekly.	Technology Academic Support Program			08/06/2015	05/20/2016	\$0 - No Funding Required	All classroom teachers

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Rucker Boulevard Elementary School

Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive several professional development opportunities in the areas of weakness as noted in the staff survey. Also, teachers will have the opportunity to attend several Technology in Motion Trainings provided by Dr. Ron Weldon. Dr. Weldon provides PD on a variety of technology.	Professional Learning			08/28/2014	05/22/2015	\$0 - No Funding Required	All teachers and Dr. Ron Weldon Technology in Motion

Activity - Google Drive Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beth Sanders, Coordinator of Technology Innovation, will provide all faculty/staff with Google Drive Training. She will break it down into sessions starting with Google Docs training. Follow-up sessions and support will be provided.	Technology			09/04/2015	05/20/2016	\$0 - No Funding Required	All faculty/staff

Activity - Digital Citizenship	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mrs. Howell, the media specialist will facilitate a lesson on digital citizenship to encourage productive collaboration and learning in the global society. Teachers will continue to reinforce this behavior.	Direct Instruction Academic Support Program			09/28/2015	05/27/2016	\$0 - No Funding Required	Mrs. Howell, Media Specialist General Education Classroom Teachers

Activity - Addition of Technology to include iPads and Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Money allocated to materials and supplies will be used to purchase new and improved technology to be used by all teachers. Chromebooks and iPads will then be made available to all instructional staff to integrate into lessons.	Academic Support Program Technology Direct Instruction			10/01/2015	05/27/2016	\$16491 - Title I Schoolwide	All instructional staff

Activity - Technology Innovation Experience Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Our “why” for the Technology Innovation Experience is grounded in creating a collective unit of digital teacher and student leaders modeling learning environments that highlight high-impact instructional strategies in technology integration and innovation. These digital leaders’ classrooms will become spaces of learning for other adult learners to be engaged, inspired, and provided support to shift their own selves and classrooms to this level of teaching and learning. Technology is the means not the mission. Everything we do in TIE is grounded in teaching and learning. The first questions are always, “Who are the learners, and what educational challenges are they grappling with -- both teachers and students?” We aren’t going to start with the goal of creating the most flashy project or a viral sensation. Instead, we are going to focus on choosing the medium or technology that delivers the most effective learning experience for our specific learning goal. No previous computer science or technology experience is required to join TIE, only a passion for harnessing innovation and creativity to improve educational outcomes for all learners and a commitment to help get every person in our district to this level. Our ultimate goal being that we become a collective unit of digital leaders, integrating into the work of leadership...thus creating a model that can and will inspire the change that we need to see in our teaching and learning district-wide to ensure every student truly is college, career, and life ready leaders of their own learning.</p>	<p>Direct Instruction Professional Learning Technology</p>			<p>10/01/2015</p>	<p>05/20/2016</p>	<p>\$0 - No Funding Required</p>	<p>Beth Sanders, Britany Howell, Hillery Montel, Hali Quincey, and 5 general education teachers</p>

Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency in the Content Standards in Reading by 05/22/2015 as measured by STAR Reading Assessments and the ASPIRE Reading Assessment.

Strategy1:

Empower teachers to provide high impact instruction and assessment through collaboration, innovation, and appropriate resources. - Teachers will be provided with professional development to unpack the standards to be able to prepare lessons that help each student show growth towards mastering the standards using best teaching practices..

- Raising standards for all students in English language arts and mathematics;
- Developing better assessments aligned with college and career-ready standards;
- Implementing a complete education through improved professional development and evidence-based instruction models and support.

Research Cited: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

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Activity - Instructional Rounds/ Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly instructional rounds and/or learning walks will be conducted by teachers and administrators. Feedback, discussions, and reflections from these instructional rounds will be used to enhance instruction. These modifications will enable teachers to better meet the needs of all students by using best/next teaching practices to engage all students.	Academic Support Program			09/03/2015	05/20/2016	\$0 - No Funding Required	All teachers, administrators, and a variety of central office personnel

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rucker Boulevard Elementary School received a grant from ALSDE/ALEX to receive professional development and support as we begin facilitating project based learning. The principal, instructional partner, media specialist, elementary director, and a general education teacher attended the initial professional development June 2015 in Birmingham, AL. A PBL unit was devised for the general education teacher to try. All teachers will receive training and support throughout the year to be able to facilitate at least one PBL during the second semester.	Professional Learning Academic Support Program Direct Instruction			06/16/2015	05/20/2016	\$0 - No Funding Required	The PBL team to guide all teachers

Activity - Collaborative Professional Development Days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four professional development days have been embedded into the school calendar to provide collaborative opportunities to all teachers grades 1-6 on high impact instruction.	Professional Learning			09/04/2015	05/20/2016	\$0 - No Funding Required	Central Office, Instructional Partners, Administrators All instructional staff will attend.

Activity - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least monthly, students will attend a one hour program organized by the counselor. The programs will include topics such as drug prevention, motivation, and other character areas to help prepare students to be productive citizens. The instructional staff will have this extra hour to plan vertically with other teachers throughout the school.	Academic Support Program Professional Learning			09/03/2015	04/29/2016	\$0 - No Funding Required	All instructional staff

Strategy2:

Empower teachers and students to utilize digital tools through a comprehensive infrastructure - Increase Technology Inventory and Increase Teacher Knowledge of Available Technology - Rucker Boulevard will increase their technology effectiveness by purchasing more devices and equipment along with providing necessary training to all teachers on the use of technology.

Research Cited: <https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive several professional development opportunities in the areas of weakness as noted in the staff survey. Also, teachers will have the opportunity to attend several Technology in Motion Trainings provided by Dr. Ron Weldon. Dr. Weldon provides PD on a variety of technology.	Professional Learning			08/28/2014	05/22/2015	\$0 - No Funding Required	All teachers and Dr. Ron Weldon Technology in Motion

Activity - Digital Citizenship	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mrs. Howell, the media specialist will facilitate a lesson on digital citizenship to encourage productive collaboration and learning in the global society. Teachers will continue to reinforce this behavior.	Academic Support Program Direct Instruction			09/28/2015	05/27/2016	\$0 - No Funding Required	Mrs. Howell, Media Specialist General Education Classroom Teachers

Activity - Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After signing a contract, all students are allowed to bring their own technological device and use it when appropriate to enhance instruction. We call this program BYOD or Connect 2 Learn. We also have a computer lab and iPADS available if teachers want to reserve them. Teachers incorporate technology into their lessons at least weekly.	Academic Support Program Technology			08/06/2015	05/20/2016	\$0 - No Funding Required	All classroom teachers

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Activity - Technology Innovation Experience Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Our “why” for the Technology Innovation Experience is grounded in creating a collective unit of digital teacher and student leaders modeling learning environments that highlight high-impact instructional strategies in technology integration and innovation. These digital leaders’ classrooms will become spaces of learning for other adult learners to be engaged, inspired, and provided support to shift their own selves and classrooms to this level of teaching and learning. Technology is the means not the mission. Everything we do in TIE is grounded in teaching and learning. The first questions are always, “Who are the learners, and what educational challenges are they grappling with -- both teachers and students?” We aren’t going to start with the goal of creating the most flashy project or a viral sensation. Instead, we are going to focus on choosing the medium or technology that delivers the most effective learning experience for our specific learning goal. No previous computer science or technology experience is required to join TIE, only a passion for harnessing innovation and creativity to improve educational outcomes for all learners and a commitment to help get every person in our district to this level. Our ultimate goal being that we become a collective unit of digital leaders, integrating into the work of leadership...thus creating a model that can and will inspire the change that we need to see in our teaching and learning district-wide to ensure every student truly is college, career, and life ready leaders of their own learning.</p>	Direct Instruction Technology Professional Learning			10/01/2015	05/20/2016	\$0 - No Funding Required	Beth Sanders, Britany Howell, Hillery Montel, Hali Quincey, and 5 general education teachers

Activity - Google Drive Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Beth Sanders, Coordinator of Technology Innovation, will provide all faculty/staff with Google Drive Training. She will break it down into sessions starting with Google Docs training. Follow-up sessions and support will be provided.</p>	Technology			09/04/2015	05/20/2016	\$0 - No Funding Required	All faculty/staff

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Activity - Addition of Technology to include iPads and Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Money allocated to materials and supplies will be used to purchase new and improved technology to be used by all teachers. Chromebooks and iPads will then be made available to all instructional staff to integrate into lessons.	Academic Support Program Direct Instruction Technology			10/01/2015	05/27/2016	\$16491 - Title I Schoolwide	All instructional staff

Strategy3:

Use standard-based assessments for data - We will use assessments aligned with college and career-ready standards to test the skill and standards mastered by individual students, classes, and grade-levels.

Research Cited: U.S. Department of Education Publication: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Compass Learning program will be used to target individual needs using the learning path created for individual students after taking the STAR assessment.	Academic Support Program			08/28/2015	05/20/2016	\$0 - No Funding Required	Classroom teachers will provide time for students to work on their assigned learning path.

Activity - PST/Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in RTI and Data meetings to discuss current individual, class, and grade-level mastery of standards and then discuss our next steps in instruction to help all students master the standards.	Academic Support Program			09/04/2015	05/27/2016	\$0 - No Funding Required	Administrator, Interventionist, Instructional Partner, Special Education teachers, and all classroom teachers

Activity - STAR Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 1-6 will take 3 STAR benchmark tests. Tier II and Tier III math students will take a progress monitoring test monthly. All data gathered will be used by teachers to guide individual and grade-level instruction.	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers and interventionists

Strategy4:

ELA Leadership Team - Enterprise City Schools coordinated the development of a ELA leadership team in May 2015. Each grade level had a leadership team that consisted of a lead ELA teacher from each elementary school. The leadership team will together to develop a pacing guide, common assessment, and compile resources for each standard. The pacing guide will be implemented August 2016.

Research Cited: <http://www.corestandards.org/about-the-standards/development-process/>

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Activity - ELA CCRS Pacing and Breakdown	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELA leadership team used the Alabama Insight Tool to unpack the standards and pace quarterly. The 2015-2016 school year will be used to tweak the pacing for full implementation to begin in August 2016.	Academic Support Program			05/01/2015	08/12/2016	\$0 - No Funding Required	ELA Leadership Team

Goal 2:

Increase the proficiency of the English Language Learners in the English Language

Measurable Objective 1:

A 5% increase of English Learners students will demonstrate a proficiency in reading, writing, listening, and speaking in English Language Arts by 05/27/2016 as measured by level of 4.8 or higher on the ACCESS test.

Strategy1:

EL Instruction - - Implement a research-based systematic model of EL literacy and instruction strategies within the classroom

Research Cited: <http://www.wida.us/research/agenda/Standards/index.aspx>

Activity - EL Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several opportunities will be provided by the Enterprise City School System on the WIDA Standards, SDAIE, SAMUEL, and a variety of other topics for teachers of EL students.	Professional Learning			09/04/2015	05/20/2016	\$0 - No Funding Required	Central Office Personnel

Activity - ECS EL Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Specialist was hired for the system. RBE will use the EL specialist to provide training on the specifics of EL documentation to include goal setting and the roles of the EL team. The EL Specialist will also provide professional development on instructional strategies and accommodations for EL students. The EL Specialist will assist in planning and modeling these instructional strategies and accommodations as needed.	Academic Support Program Direct Instruction Policy and Process Professional Learning			09/28/2015	05/27/2016	\$0 - No Funding Required	Stacy Waldrop, EL Specialist

Activity - Utilize Wonders and Finish Line	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Wonders and Finish Line Reading Series EL Instruction Kit, Tier II, Strategic Intervention	Academic Support Program			08/06/2015	05/20/2016	\$0 - No Funding Required	EL paraprofessional

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

Goal 1:
 Enhance the learner through a deep understanding, conceptualization, and mastery of College and Career Ready Standards, high impact instruction, and assessment for all core content areas but especially math.

Measurable Objective 1:
 A 5% increase of All Students will demonstrate a proficiency in the Content Standards in Reading by 05/22/2015 as measured by STAR Reading Assessments and the ASPIRE Reading Assessment.

Strategy1:
 Use standard-based assessments for data - We will use assessments aligned with college and career-ready standards to test the skill and standards mastered by individual students, classes, and grade-levels.
 Research Cited: U.S. Department of Education Publication: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - STAR Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 1-6 will take 3 STAR benchmark tests. Tier II and Tier III math students will take a progress monitoring test monthly. All data gathered will be used by teachers to guide individual and grade-level instruction.	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers and interventionists

Activity - PST/Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in RTI and Data meetings to discuss current individual, class, and grade-level mastery of standards and then discuss our next steps in instruction to help all students master the standards.	Academic Support Program			09/04/2015	05/27/2016	\$0 - No Funding Required	Administrator, Interventionist, Instructional Partner, Special Education teachers, and all classroom teachers

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Compass Learning program will be used to target individual needs using the learning path created for individual students after taking the STAR assessment.	Academic Support Program			08/28/2015	05/20/2016	\$0 - No Funding Required	Classroom teachers will provide time for students to work on their assigned learning path.

Strategy2:

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ELA Leadership Team - Enterprise City Schools coordinated the development of a ELA leadership team in May 2015. Each grade level had a leadership team that consisted of a lead ELA teacher from each elementary school. The leadership team will together to develop a pacing guide, common assessment, and compile resources for each standard. The pacing guide will be implemented August 2016.

Research Cited: <http://www.corestandards.org/about-the-standards/development-process/>

Activity - ELA CCRS Pacing and Breakdown	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELA leadership team used the Alabama Insight Tool to unpack the standards and pace quarterly. The 2015-2016 school year will be used to tweak the pacing for full implementation to begin in August 2016.	Academic Support Program			05/01/2015	08/12/2016	\$0 - No Funding Required	ELA Leadership Team

Strategy3:

Empower teachers to provide high impact instruction and assessment through collaboration, innovation, and appropriate resources. -

Teachers will be provided with professional development to unpack the standards to be able to prepare lessons that help each student show growth towards mastering the standards using best teaching practices..

- Raising standards for all students in English language arts and mathematics;
- Developing better assessments aligned with college and career-ready standards;
- Implementing a complete education through improved professional development and evidence-based instruction models and support.

Research Cited: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - Collaborative Professional Development Days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four professional development days have been embedded into the school calendar to provide collaborative opportunities to all teachers grades 1-6 on high impact instruction.	Professional Learning			09/04/2015	05/20/2016	\$0 - No Funding Required	Central Office, Instructional Partners, Administrators All instructional staff will attend.

Activity - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least monthly, students will attend a one hour program organized by the counselor. The programs will include topics such as drug prevention, motivation, and other character areas to help prepare students to be productive citizens. The instructional staff will have this extra hour to plan vertically with other teachers throughout the school.	Professional Learning Academic Support Program			09/03/2015	04/29/2016	\$0 - No Funding Required	All instructional staff

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Activity - Instructional Rounds/ Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly instructional rounds and/or learning walks will be conducted by teachers and administrators. Feedback, discussions, and reflections from these instructional rounds will be used to enhance instruction. These modifications will enable teachers to better meet the needs of all students by using best/next teaching practices to engage all students.	Academic Support Program			09/03/2015	05/20/2016	\$0 - No Funding Required	All teachers, administrators, and a variety of central office personnel

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rucker Boulevard Elementary School received a grant from ALSDE/ALEX to receive professional development and support as we begin facilitating project based learning. The principal, instructional partner, media specialist, elementary director, and a general education teacher attended the initial professional development June 2015 in Birmingham, AL. A PBL unit was devised for the general education teacher to try. All teachers will receive training and support throughout the year to be able to facilitate at least one PBL during the second semester.	Academic Support Program Direct Instruction Professional Learning			06/16/2015	05/20/2016	\$0 - No Funding Required	The PBL team to guide all teachers

Strategy4:

Empower teachers and students to utilize digital tools through a comprehensive infrastructure - Increase Technology Inventory and Increase Teacher Knowledge of Available Technology - Rucker Boulevard will increase their technology effectiveness by purchasing more devices and equipment along with providing necessary training to all teachers on the use of technology.

Research Cited: <https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

Activity - Addition of Technology to include iPads and Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Money allocated to materials and supplies will be used to purchase new and improved technology to be used by all teachers. Chromebooks and iPads will then be made available to all instructional staff to integrate into lessons.	Direct Instruction Academic Support Program Technology			10/01/2015	05/27/2016	\$16491 - Title I Schoolwide	All instructional staff

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Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive several professional development opportunities in the areas of weakness as noted in the staff survey. Also, teachers will have the opportunity to attend several Technology in Motion Trainings provided by Dr. Ron Weldon. Dr. Weldon provides PD on a variety of technology.	Professional Learning			08/28/2014	05/22/2015	\$0 - No Funding Required	All teachers and Dr. Ron Weldon Technology in Motion

Activity - Digital Citizenship	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mrs. Howell, the media specialist will facilitate a lesson on digital citizenship to encourage productive collaboration and learning in the global society. Teachers will continue to reinforce this behavior.	Direct Instruction Academic Support Program			09/28/2015	05/27/2016	\$0 - No Funding Required	Mrs. Howell, Media Specialist General Education Classroom Teachers

Activity - Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After signing a contract, all students are allowed to bring their own technological device and use it when appropriate to enhance instruction. We call this program BYOD or Connect 2 Learn. We also have a computer lab and iPADS available if teachers want to reserve them. Teachers incorporate technology into their lessons at least weekly.	Technology Academic Support Program			08/06/2015	05/20/2016	\$0 - No Funding Required	All classroom teachers

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Activity - Technology Innovation Experience Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our "why" for the Technology Innovation Experience is grounded in creating a collective unit of digital teacher and student leaders modeling learning environments that highlight high-impact instructional strategies in technology integration and innovation. These digital leaders' classrooms will become spaces of learning for other adult learners to be engaged, inspired, and provided support to shift their own selves and classrooms to this level of teaching and learning. Technology is the means not the mission. Everything we do in TIE is grounded in teaching and learning. The first questions are always, "Who are the learners, and what educational challenges are they grappling with -- both teachers and students?" We aren't going to start with the goal of creating the most flashy project or a viral sensation. Instead, we are going to focus on choosing the medium or technology that delivers the most effective learning experience for our specific learning goal. No previous computer science or technology experience is required to join TIE, only a passion for harnessing innovation and creativity to improve educational outcomes for all learners and a commitment to help get every person in our district to this level. Our ultimate goal being that we become a collective unit of digital leaders, integrating into the work of leadership...thus creating a model that can and will inspire the change that we need to see in our teaching and learning district-wide to ensure every student truly is college, career, and life ready leaders of their own learning.	Professional Learning Technology Direct Instruction			10/01/2015	05/20/2016	\$0 - No Funding Required	Beth Sanders, Britany Howell, Hillery Montel, Hali Quincey, and 5 general education teachers

Activity - Google Drive Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beth Sanders, Coordinator of Technology Innovation, will provide all faculty/staff with Google Drive Training. She will break it down into sessions starting with Google Docs training. Follow-up sessions and support will be provided.	Technology			09/04/2015	05/20/2016	\$0 - No Funding Required	All faculty/staff

Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency in the ELA College and Career Readiness Standards in Mathematics by 05/25/2016 as measured by STAR Screening Assessment data and ASPIRE Math Assessment Data.

Strategy1:

Empower teachers and students to utilize digital tools through a comprehensive infrastructure - Increase Technology Inventory and Increase Teacher Knowledge of Available Technology - Rucker Boulevard will increase their technology effectiveness by purchasing more devices and equipment along with providing necessary training to all teachers on the use of technology.

Research Cited: <https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

Activity - Technology Innovation Experience Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Our "why" for the Technology Innovation Experience is grounded in creating a collective unit of digital teacher and student leaders modeling learning environments that highlight high-impact instructional strategies in technology integration and innovation. These digital leaders' classrooms will become spaces of learning for other adult learners to be engaged, inspired, and provided support to shift their own selves and classrooms to this level of teaching and learning. Technology is the means not the mission. Everything we do in TIE is grounded in teaching and learning. The first questions are always, "Who are the learners, and what educational challenges are they grappling with -- both teachers and students?" We aren't going to start with the goal of creating the most flashy project or a viral sensation. Instead, we are going to focus on choosing the medium or technology that delivers the most effective learning experience for our specific learning goal. No previous computer science or technology experience is required to join TIE, only a passion for harnessing innovation and creativity to improve educational outcomes for all learners and a commitment to help get every person in our district to this level. Our ultimate goal being that we become a collective unit of digital leaders, integrating into the work of leadership...thus creating a model that can and will inspire the change that we need to see in our teaching and learning district-wide to ensure every student truly is college, career, and life ready leaders of their own learning.</p>	<p>Direct Instruction Technology Professional Learning</p>			<p>10/01/2015</p>	<p>05/20/2016</p>	<p>\$0 - No Funding Required</p>	<p>Beth Sanders, Britany Howell, Hillery Montel, Hali Quincey, and 5 general education teachers</p>

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Activity - Digital Citizenship	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mrs. Howell, the media specialist will facilitate a lesson on digital citizenship to encourage productive collaboration and learning in the global society. Teachers will continue to reinforce this behavior.	Academic Support Program Direct Instruction			09/28/2015	05/27/2016	\$0 - No Funding Required	Mrs. Howell, Media Specialist General Education Classroom Teachers

Activity - Google Drive Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beth Sanders, Coordinator of Technology Innovation, will provide all faculty/staff with Google Drive Training. She will break it down into sessions starting with Google Docs training. Follow-up sessions and support will be provided.	Technology			09/04/2015	05/20/2016	\$0 - No Funding Required	All faculty/staff

Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive several professional development opportunities in the areas of weakness as noted in the staff survey. Also, teachers will have the opportunity to attend several Technology in Motion Trainings provided by Dr. Ron Weldon. Dr. Weldon provides PD on a variety of technology.	Professional Learning			08/28/2014	05/22/2015	\$0 - No Funding Required	All teachers and Dr. Ron Weldon Technology in Motion

Activity - Addition of Technology to include iPads and Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Money allocated to materials and supplies will be used to purchase new and improved technology to be used by all teachers. Chromebooks and iPads will then be made available to all instructional staff to integrate into lessons.	Technology Direct Instruction Academic Support Program			10/01/2015	05/27/2016	\$16491 - Title I Schoolwide	All instructional staff

Activity - Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After signing a contract, all students are allowed to bring their own technological device and use it when appropriate to enhance instruction. We call this program BYOD or Connect 2 Learn. We also have a computer lab and iPADS available if teachers want to reserve them. Teachers incorporate technology into their lessons at least weekly.	Academic Support Program Technology			08/06/2015	05/20/2016	\$0 - No Funding Required	All classroom teachers

Strategy2:

Use standard-based assessments for data - We will use assessments aligned with college and career-ready standards to test the skill and standards mastered by individual students, classes, and grade-levels.

Research Cited: U.S. Department of Education Publication: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - STAR Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 1-6 will take 3 STAR benchmark tests. Tier II and Tier III math students will take a progress monitoring test monthly. All data gathered will be used by teachers to guide individual and grade-level instruction.	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers and interventionists

Activity - PST/Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in RTI and Data meetings to discuss current individual, class, and grade-level mastery of standards and then discuss our next steps in instruction to help all students master the standards.	Academic Support Program			09/04/2015	05/27/2016	\$0 - No Funding Required	Administrator, Interventionist, Instructional Partner, Special Education teachers, and all classroom teachers

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Compass Learning program will be used to target individual needs using the learning path created for individual students after taking the STAR assessment.	Academic Support Program			08/28/2015	05/20/2016	\$0 - No Funding Required	Classroom teachers will provide time for students to work on their assigned learning path.

Strategy3:

Math Leadership Team - Enterprise City Schools coordinated the development of a math leadership team in Spring 2015. Each grade level had a leadership team that consisted of a lead math teacher from each elementary school. The leadership team worked together to develop a pacing guide, common assessments, and compile resources for each standard.

Research Cited: <http://www.mathedleadership.org/ccss/index.html>

Activity - Math Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math leadership team along with the math specialists developed a common assessment using STAR custom to be taken by all students at the end of each quarter. The data from the assessment will be used to record standard mastery and to make instructional decisions.	Other - Assessments			10/01/2015	05/27/2016	\$0 - No Funding Required	All math teachers and Math Specialists

Activity - Math Journaling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math leadership team along with the math specialists facilitated professional development for all math teachers on developing, facilitating, and assessing math journals. Math journals will be used by all teachers to help assess master of the math CCRS to include modeling and justification. They will also count as a portion of each student's grade. Support in the development and assessing of these tasks will be given throughout the year by Laura Wildzunas, elementary math specialist.	Academic Support Program Direct Instruction Professional Learning			08/14/2015	05/25/2016	\$0 - No Funding Required	All math teachers and math specialist

Activity - Real World Application	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math leadership team along with the math specialists facilitated professional development for all math teachers on developing and assessing real world math application tasks. Application tasks will be used by all teachers to help assess master of the math CCRS. They will also count as a portion of each student's grade. Support in the development and assessing of these tasks will be given throughout the year by Laura Wildzunas, elementary math specialist.	Direct Instruction Academic Support Program			09/04/2015	05/25/2016	\$0 - No Funding Required	All math teachers

Strategy4:

Empower teachers to provide high impact instruction and assessment through collaboration, innovation, and appropriate resources. - Teachers will be provided with professional development to unpack the standards to be able to prepare lessons that help each student show growth towards mastering the standards using best teaching practices..

- Raising standards for all students in English language arts and mathematics;
- Developing better assessments aligned with college and career-ready standards;
- Implementing a complete education through improved professional development and evidence-based instruction models and support.

Research Cited: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

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Rucker Boulevard Elementary School

Activity - Instructional Rounds/ Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly instructional rounds and/or learning walks will be conducted by teachers and administrators. Feedback, discussions, and reflections from these instructional rounds will be used to enhance instruction. These modifications will enable teachers to better meet the needs of all students by using best/next teaching practices to engage all students.	Academic Support Program			09/03/2015	05/20/2016	\$0 - No Funding Required	All teachers, administrators, and a variety of central office personnel

Activity - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least monthly, students will attend a one hour program organized by the counselor. The programs will include topics such as drug prevention, motivation, and other character areas to help prepare students to be productive citizens. The instructional staff will have this extra hour to plan vertically with other teachers throughout the school.	Academic Support Program Professional Learning			09/03/2015	04/29/2016	\$0 - No Funding Required	All instructional staff

Activity - Collaborative Professional Development Days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four professional development days have been embedded into the school calendar to provide collaborative opportunities to all teachers grades 1-6 on high impact instruction.	Professional Learning			09/04/2015	05/20/2016	\$0 - No Funding Required	Central Office, Instructional Partners, Administrators All instructional staff will attend.

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rucker Boulevard Elementary School received a grant from ALSDE/ALEX to receive professional development and support as we begin facilitating project based learning. The principal, instructional partner, media specialist, elementary director, and a general education teacher attended the initial professional development June 2015 in Birmingham, AL. A PBL unit was devised for the general education teacher to try. All teachers will receive training and support throughout the year to be able to facilitate at least one PBL during the second semester.	Academic Support Program Professional Learning Direct Instruction			06/16/2015	05/20/2016	\$0 - No Funding Required	The PBL team to guide all teachers

Goal 2:

Decrease Teacher Turnover

Measurable Objective 1:

collaborate to assist teachers in the engagement and growth of student learning by 05/20/2016 as measured by walkthroughs, teacher evaluations, informal observations, student data, Educate Alabama, and lesson plans.

Strategy1:

Teacher Support - New teachers will receive training to support them in increasing student achievement.

Research Cited: U.S Department of Education Publication

Activity - Mentor Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Program Goals:</p> <ul style="list-style-type: none"> · To provide beginning teachers an effective transition into the teaching profession; · To provide seasoned teachers new to our school an effective transition to Rucker Boulevard Elementary; · To increase the retention rate of beginning teachers; · To have a positive effect on student achievement, and; · To create a more comprehensive mentoring program by bringing various efforts to support beginning teachers together in a more intensive school wide program <p>Program Requirements:</p> <ul style="list-style-type: none"> · First year teachers are paired with mentors based on common certification areas. · Mentoring will last for one full year. · Mentors of first and second year teachers should schedule time together as they are able or as needed; however, the program requires a minimum of one documented contact per week. · Mentors of veteran teachers that are new to Rucker Boulevard should schedule time together as they are able or as needed; however, the program requires a minimum of two documented contacts per month. <p>A mentor meeting log is kept by the mentor.</p>	<p>Recruitment and Retention</p>			<p>10/01/2013</p>	<p>05/22/2014</p>	<p>\$0 - No Funding Required</p>	<p>Administrators, Mentors, Mentees</p>

Activity - Instructional Partner	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional partner will facilitate professional development and reflection based on teacher voice and choice to include the following: modeling with everyone reflective dialogue building teacher leaders differentiated supports developing & maintaining high expectations	Recruitment and Retention Professional Learning			08/17/2015	05/20/2016	\$0 - No Funding Required	Instructional Partner, Hali Quincey

Activity - New Teacher Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers receive New Teacher Orientation prior to school starting. Teachers are given guides to help them with technology associated with grades and attendance. They will also be given guidelines for lesson plans and other important information involved with student achievement. System administrators introduce themselves and offer advice.	Recruitment and Retention			08/07/2013	08/07/2013	\$0 - No Funding Required	System administrators and new teachers

Activity - Walkthroughs/Formal Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct walkthroughs and formal observations for all teachers. Teachers will be provided feedback with commendations (glows) and recommendations (grows) with specific action steps for growth.	Policy and Process Professional Learning Recruitment and Retention			08/06/2015	05/27/2016	\$0 - No Funding Required	All administrators

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

Goal 1:
Enhance the learner through a deep understanding, conceptualization, and mastery of College and Career Ready Standards, high impact instruction, and assessment for all core content areas but especially math.

Measurable Objective 1:
A 5% increase of All Students will demonstrate a proficiency in the Content Standards in Reading by 05/22/2015 as measured by STAR Reading Assessments and the ASPIRE Reading Assessment.

Strategy1:

Empower teachers and students to utilize digital tools through a comprehensive infrastructure - Increase Technology Inventory and Increase Teacher Knowledge of Available Technology - Rucker Boulevard will increase their technology effectiveness by purchasing more devices and equipment along with providing necessary training to all teachers on the use of technology.

Research Cited: <https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

Activity - Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After signing a contract, all students are allowed to bring their own technological device and use it when appropriate to enhance instruction. We call this program BYOD or Connect 2 Learn. We also have a computer lab and iPads available if teachers want to reserve them. Teachers incorporate technology into their lessons at least weekly.	Technology Academic Support Program			08/06/2015	05/20/2016	\$0 - No Funding Required	All classroom teachers

Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive several professional development opportunities in the areas of weakness as noted in the staff survey. Also, teachers will have the opportunity to attend several Technology in Motion Trainings provided by Dr. Ron Weldon. Dr. Weldon provides PD on a variety of technology.	Professional Learning			08/28/2014	05/22/2015	\$0 - No Funding Required	All teachers and Dr. Ron Weldon Technology in Motion

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Activity - Technology Innovation Experience Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Our “why” for the Technology Innovation Experience is grounded in creating a collective unit of digital teacher and student leaders modeling learning environments that highlight high-impact instructional strategies in technology integration and innovation. These digital leaders’ classrooms will become spaces of learning for other adult learners to be engaged, inspired, and provided support to shift their own selves and classrooms to this level of teaching and learning. Technology is the means not the mission. Everything we do in TIE is grounded in teaching and learning. The first questions are always, “Who are the learners, and what educational challenges are they grappling with -- both teachers and students?” We aren’t going to start with the goal of creating the most flashy project or a viral sensation. Instead, we are going to focus on choosing the medium or technology that delivers the most effective learning experience for our specific learning goal. No previous computer science or technology experience is required to join TIE, only a passion for harnessing innovation and creativity to improve educational outcomes for all learners and a commitment to help get every person in our district to this level. Our ultimate goal being that we become a collective unit of digital leaders, integrating into the work of leadership...thus creating a model that can and will inspire the change that we need to see in our teaching and learning district-wide to ensure every student truly is college, career, and life ready leaders of their own learning.</p>	Direct Instruction Professional Learning Technology			10/01/2015	05/20/2016	\$0 - No Funding Required	Beth Sanders, Britany Howell, Hillery Montel, Hali Quincey, and 5 general education teachers

Activity - Google Drive Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Beth Sanders, Coordinator of Technology Innovation, will provide all faculty/staff with Google Drive Training. She will break it down into sessions starting with Google Docs training. Follow-up sessions and support will be provided.</p>	Technology			09/04/2015	05/20/2016	\$0 - No Funding Required	All faculty/staff

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Activity - Addition of Technology to include iPads and Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Money allocated to materials and supplies will be used to purchase new and improved technology to be used by all teachers. Chromebooks and iPads will then be made available to all instructional staff to integrate into lessons.	Direct Instruction Technology Academic Support Program			10/01/2015	05/27/2016	\$16491 - Title I Schoolwide	All instructional staff

Activity - Digital Citizenship	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mrs. Howell, the media specialist will facilitate a lesson on digital citizenship to encourage productive collaboration and learning in the global society. Teachers will continue to reinforce this behavior.	Academic Support Program Direct Instruction			09/28/2015	05/27/2016	\$0 - No Funding Required	Mrs. Howell, Media Specialist General Education Classroom Teachers

Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency in the ELA College and Career Readiness Standards in Mathematics by 05/25/2016 as measured by STAR Screening Assessment data and ASPIRE Math Assessment Data.

Strategy1:

Math Leadership Team - Enterprise City Schools coordinated the development of a math leadership team in Spring 2015. Each grade level had a leadership team that consisted of a lead math teacher from each elementary school. The leadership team worked together to develop a pacing guide, common assessments, and compile resources for each standard.

Research Cited: <http://www.mathleadership.org/ccss/index.html>

Activity - Math Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math leadership team along with the math specialists developed a common assessment using STAR custom to be taken by all students at the end of each quarter. The data from the assessment will be used to record standard mastery and to make instructional decisions.	Other - Assessments			10/01/2015	05/27/2016	\$0 - No Funding Required	All math teachers and Math Specialists

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Activity - Math Journaling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math leadership team along with the math specialists facilitated professional development for all math teachers on developing, facilitating, and assessing math journals. Math journals will be used by all teachers to help assess master of the math CCRS to include modeling and justification. They will also count as a portion of each student's grade. Support in the development and assessing of these tasks will be given throughout the year by Laura Wildzunas, elementary math specialist.	Academic Support Program Direct Instruction Professional Learning			08/14/2015	05/25/2016	\$0 - No Funding Required	All math teachers and math specialist

Activity - Real World Application	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math leadership team along with the math specialists facilitated professional development for all math teachers on developing and assessing real world math application tasks. Application tasks will be used by all teachers to help assess master of the math CCRS. They will also count as a portion of each student's grade. Support in the development and assessing of these tasks will be given throughout the year by Laura Wildzunas, elementary math specialist.	Direct Instruction Academic Support Program			09/04/2015	05/25/2016	\$0 - No Funding Required	All math teachers

Goal 2:

Decrease Teacher Turnover

Measurable Objective 1:

collaborate to assist teachers in the engagement and growth of student learning by 05/20/2016 as measured by walkthroughs, teacher evaluations, informal observations, student data, Educate Alabama, and lesson plans.

Strategy1:

Teacher Support - New teachers will receive training to support them in increasing student achievement.

Research Cited: U.S Department of Education Publication

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Activity - New Teacher Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers receive New Teacher Orientation prior to school starting. Teachers are given guides to help them with technology associated with grades and attendance. They will also be given guidelines for lesson plans and other important information involved with student achievement. System administrators introduce themselves and offer advice.	Recruitment and Retention			08/07/2013	08/07/2013	\$0 - No Funding Required	System administrators and new teachers

Activity - Instructional Partner	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional partner will facilitate professional development and reflection based on teacher voice and choice to include the following: modeling with everyone reflective dialogue building teacher leaders differentiated supports developing & maintaining high expectations	Professional Learning Recruitment and Retention			08/17/2015	05/20/2016	\$0 - No Funding Required	Instructional Partner, Hali Quincey

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Rucker Boulevard Elementary School

Activity - Mentor Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Program Goals:</p> <ul style="list-style-type: none"> To provide beginning teachers an effective transition into the teaching profession; To provide seasoned teachers new to our school an effective transition to Rucker Boulevard Elementary; To increase the retention rate of beginning teachers; To have a positive effect on student achievement, and; To create a more comprehensive mentoring program by bringing various efforts to support beginning teachers together in a more intensive school wide program <p>Program Requirements:</p> <ul style="list-style-type: none"> First year teachers are paired with mentors based on common certification areas. Mentoring will last for one full year. Mentors of first and second year teachers should schedule time together as they are able or as needed; however, the program requires a minimum of one documented contact per week. Mentors of veteran teachers that are new to Rucker Boulevard should schedule time together as they are able or as needed; however, the program requires a minimum of two documented contacts per month. <p>A mentor meeting log is kept by the mentor.</p>	Recruitment and Retention			10/01/2013	05/22/2014	\$0 - No Funding Required	Administrators, Mentors, Mentees

Activity - Walkthroughs/Formal Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct walkthroughs and formal observations for all teachers. Teachers will be provided feedback with commendations (glows) and recommendations (grows) with specific action steps for growth.	Recruitment and Retention Professional Learning Policy and Process			08/06/2015	05/27/2016	\$0 - No Funding Required	All administrators

Goal 3:

Increase the proficiency of the English Language Learners in the English Language

Measurable Objective 1:

A 5% increase of English Learners students will demonstrate a proficiency in reading, writing, listening, and speaking in English Language Arts by 05/27/2016 as measured by level of 4.8 or higher on the ACCESS test.

Strategy1:

EL Instruction - - Implement a research-based systematic model of EL literacy and instruction strategies within the classroom

Research Cited: <http://www.wida.us/research/agenda/Standards/index.aspx>

Activity - ECS EL Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Specialist was hired for the system. RBE will use the EL specialist to provide training on the specifics of EL documentation to include goal setting and the roles of the EL team. The EL Specialist will also provide professional development on instructional strategies and accommodations for EL students. The EL Specialist will assist in planning and modeling these instructional strategies and accommodations as needed.	Professional Learning Direct Instruction Policy and Process Academic Support Program			09/28/2015	05/27/2016	\$0 - No Funding Required	Stacy Waldrop, EL Specialist

Activity - Utilize Wonders and Finish Line	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Wonders and Finish Line Reading Series EL Instruction Kit, Tier II, Strategic Intervention	Academic Support Program			08/06/2015	05/20/2016	\$0 - No Funding Required	EL paraprofessional

Activity - EL Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several opportunities will be provided by the Enterprise City School System on the WIDA Standards, SDAIE, SAMUEL, and a variety of other topics for teachers of EL students.	Professional Learning			09/04/2015	05/20/2016	\$0 - No Funding Required	Central Office Personnel

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

Goal 1:
 Enhance the learner through a deep understanding, conceptualization, and mastery of College and Career Ready Standards, high impact instruction, and assessment for all core content areas but especially math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in the ELA College and Career Readiness Standards in Mathematics by 05/25/2016 as measured by STAR Screening Assessment data and ASPIRE Math Assessment Data.

Strategy1:

Empower teachers to provide high impact instruction and assessment through collaboration, innovation, and appropriate resources. - Teachers will be provided with professional development to unpack the standards to be able to prepare lessons that help each student show growth towards mastering the standards using best teaching practices..

- Raising standards for all students in English language arts and mathematics;
- Developing better assessments aligned with college and career-ready standards;
- Implementing a complete education through improved professional development and evidence-based instruction models and support.

Research Cited: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - Instructional Rounds/ Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly instructional rounds and/or learning walks will be conducted by teachers and administrators. Feedback, discussions, and reflections from these instructional rounds will be used to enhance instruction. These modifications will enable teachers to better meet the needs of all students by using best/next teaching practices to engage all students.	Academic Support Program			09/03/2015	05/20/2016	\$0 - No Funding Required	All teachers, administrators, and a variety of central office personnel

Activity - Collaborative Professional Development Days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four professional development days have been embedded into the school calendar to provide collaborative opportunities to all teachers grades 1-6 on high impact instruction.	Professional Learning			09/04/2015	05/20/2016	\$0 - No Funding Required	Central Office, Instructional Partners, Administrators All instructional staff will attend.

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Rucker Boulevard Elementary School

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rucker Boulevard Elementary School received a grant from ALSDE/ALEX to receive professional development and support as we begin facilitating project based learning. The principal, instructional partner, media specialist, elementary director, and a general education teacher attended the initial professional development June 2015 in Birmingham, AL. A PBL unit was devised for the general education teacher to try. All teachers will receive training and support throughout the year to be able to facilitate at least one PBL during the second semester.	Direct Instruction Academic Support Program Professional Learning			06/16/2015	05/20/2016	\$0 - No Funding Required	The PBL team to guide all teachers

Activity - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least monthly, students will attend a one hour program organized by the counselor. The programs will include topics such as drug prevention, motivation, and other character areas to help prepare students to be productive citizens. The instructional staff will have this extra hour to plan vertically with other teachers throughout the school.	Professional Learning Academic Support Program			09/03/2015	04/29/2016	\$0 - No Funding Required	All instructional staff

Strategy2:

Math Leadership Team - Enterprise City Schools coordinated the development of a math leadership team in Spring 2015. Each grade level had a leadership team that consisted of a lead math teacher from each elementary school. The leadership team worked together to develop a pacing guide, common assessments, and compile resources for each standard.

Research Cited: <http://www.mathleadership.org/ccss/index.html>

Activity - Real World Application	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math leadership team along with the math specialists facilitated professional development for all math teachers on developing and assessing real world math application tasks. Application tasks will be used by all teachers to help assess master of the math CCRS. They will also count as a portion of each student's grade. Support in the development and assessing of these tasks will be given throughout the year by Laura Wildzunas, elementary math specialist.	Direct Instruction Academic Support Program			09/04/2015	05/25/2016	\$0 - No Funding Required	All math teachers

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Activity - Math Journaling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math leadership team along with the math specialists facilitated professional development for all math teachers on developing, facilitating, and assessing math journals. Math journals will be used by all teachers to help assess master of the math CCRS to include modeling and justification. They will also count as a portion of each student's grade. Support in the development and assessing of these tasks will be given throughout the year by Laura Wildzunus, elementary math specialist.	Academic Support Program Professional Learning Direct Instruction			08/14/2015	05/25/2016	\$0 - No Funding Required	All math teachers and math specialist

Activity - Math Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math leadership team along with the math specialists developed a common assessment using STAR custom to be taken by all students at the end of each quarter. The data from the assessment will be used to record standard mastery and to make instructional decisions.	Other - Assessments			10/01/2015	05/27/2016	\$0 - No Funding Required	All math teachers and Math Specialists

Strategy3:

Use standard-based assessments for data - We will use assessments aligned with college and career-ready standards to test the skill and standards mastered by individual students, classes, and grade-levels.

Research Cited: U.S. Department of Education Publication: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - STAR Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 1-6 will take 3 STAR benchmark tests. Tier II and Tier III math students will take a progress monitoring test monthly. All data gathered will be used by teachers to guide individual and grade-level instruction.	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers and interventionists

Activity - PST/Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in RTI and Data meetings to discuss current individual, class, and grade-level mastery of standards and then discuss our next steps in instruction to help all students master the standards.	Academic Support Program			09/04/2015	05/27/2016	\$0 - No Funding Required	Administrator, Interventionist, Instructional Partner, Special Education teachers, and all classroom teachers

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Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Compass Learning program will be used to target individual needs using the learning path created for individual students after taking the STAR assessment.	Academic Support Program			08/28/2015	05/20/2016	\$0 - No Funding Required	Classroom teachers will provide time for students to work on their assigned learning path.

Goal 2:

To create opportunities for students to develop academic skills and dispositions that will prepare them to be productive citizens in the global society of the present and future.

Measurable Objective 1:

collaborate to provide opportunities for students to develop academic skills and dispositions that will prepare them to be productive citizens in the global society of the present and future by 05/27/2016 as measured by a student survey.

Strategy1:

Student Advocates - Each student will have an advocate that supports them as needed. Encouragement and support to do the right thing should help reduce discipline referrals.

Research Cited: AdvancED Standards for Quality Schools

Activity - At-Risk Behavioral Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rucker Boulevard has a retired D.A.R.E. officer employed at our school. She meets with at-risk behavior students daily to encourage them to do their best and to pull them out as needed to keep from reaching the point where a discipline referral is needed. We also have a behavioral Special Education Classroom in which students with behavioral needs receive lessons on life skills.	Behavioral Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Ms. Cindy Dunaway Mrs. Danielle Myers

Activity - Digital Citizenship	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mrs. Howell, the media specialist will facilitate a lesson on digital citizenship to encourage productive collaboration and learning in the global society. Teachers will continue to reinforce this behavior.	Behavioral Support Program			09/28/2015	05/27/2016	\$0 - No Funding Required	Mrs. Howell and All teachers

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Rucker Boulevard Elementary School

Activity - C.A.T.S. Program/ Extracurricular Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
C.A.T.S. (Children and Adults Targeting Success) Program Rucker Boulevard Elementary School has implemented a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience, as well as, facilitates an extracurricular club determined by the students' interests. Students and advocates will meet monthly during an assigned time. Other meetings will take place as necessary.	Community Engagement Behavioral Support Program Extra Curricular			10/16/2015	05/25/2016	\$0 - No Funding Required	All staff members will be advocates

Strategy2:

Provide Outlets and Extracurricular Activities - Rucker Boulevard Elementary will provide a number of outlets and activities to help decrease discipline problems and ensure success for all students.

Research Cited: AdvancED Standards for Quality Schools (Standard 4)

Activity - Student of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month teachers nominate one student from their homerooms to represent the class as student of the month. The students pictures are displayed in the school and they have a small celebration.	Behavioral Support Program			08/28/2015	05/27/2016	\$0 - No Funding Required	Ms. Cindy Dunaway, Mrs. Nancy VanVleck, and Mrs. Sheree Hardrick

Activity - Outdoor Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rucker Boulevard Elementary School has an outdoor classroom. The RBE Outdoor Classroom was designed by students, and it is used by students. The teachers will try to involve the different outdoor sections into as many lessons as possible so that students are able to vent outside of the rigidity of a standard classroom.	Extra Curricular			08/13/2014	05/27/2016	\$0 - No Funding Required	All faculty and staff

Goal 3:

Decrease Teacher Turnover

Measurable Objective 1:

collaborate to assist teachers in the engagement and growth of student learning by 05/20/2016 as measured by walkthroughs, teacher evaluations, informal observations, student data, Educate Alabama, and lesson plans.

Strategy1:

Teacher Support - New teachers will receive training to support them in increasing student achievement.

Research Cited: U.S Department of Education Publication

Activity - Walkthroughs/Formal Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct walkthroughs and formal observations for all teachers. Teachers will be provided feedback with commendations (glows) and recommendations (grows) with specific action steps for growth.	Policy and Process Professional Learning Recruitment and Retention			08/06/2015	05/27/2016	\$0 - No Funding Required	All administrators

Activity - Mentor Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Program Goals:</p> <ul style="list-style-type: none"> To provide beginning teachers an effective transition into the teaching profession; To provide seasoned teachers new to our school an effective transition to Rucker Boulevard Elementary; To increase the retention rate of beginning teachers; To have a positive effect on student achievement, and; To create a more comprehensive mentoring program by bringing various efforts to support beginning teachers together in a more intensive school wide program <p>Program Requirements:</p> <ul style="list-style-type: none"> First year teachers are paired with mentors based on common certification areas. Mentoring will last for one full year. Mentors of first and second year teachers should schedule time together as they are able or as needed; however, the program requires a minimum of one documented contact per week. Mentors of veteran teachers that are new to Rucker Boulevard should schedule time together as they are able or as needed; however, the program requires a minimum of two documented contacts per month. <p>A mentor meeting log is kept by the mentor.</p>	Recruitment and Retention			10/01/2013	05/22/2014	\$0 - No Funding Required	Administrators, Mentors, Mentees

Activity - Instructional Partner	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional partner will facilitate professional development and reflection based on teacher voice and choice to include the following: modeling with everyone reflective dialogue building teacher leaders differentiated supports developing & maintaining high expectations	Professional Learning Recruitment and Retention			08/17/2015	05/20/2016	\$0 - No Funding Required	Instructional Partner, Hali Quincey

Activity - New Teacher Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers receive New Teacher Orientation prior to school starting. Teachers are given guides to help them with technology associated with grades and attendance. They will also be given guidelines for lesson plans and other important information involved with student achievement. System administrators introduce themselves and offer advice.	Recruitment and Retention			08/07/2013	08/07/2013	\$0 - No Funding Required	System administrators and new teachers

Goal 4:

Increase the proficiency of the English Language Learners in the English Language

Measurable Objective 1:

A 5% increase of English Learners students will demonstrate a proficiency in reading, writing, listening, and speaking in English Language Arts by 05/27/2016 as measured by level of 4.8 or higher on the ACCESS test.

Strategy1:

EL Instruction - - Implement a research-based systematic model of EL literacy and instruction strategies within the classroom

Research Cited: <http://www.wida.us/research/agenda/Standards/index.aspx>

Activity - EL Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several opportunities will be provided by the Enterprise City School System on the WIDA Standards, SDAIE, SAMUEL, and a variety of other topics for teachers of EL students.	Professional Learning			09/04/2015	05/20/2016	\$0 - No Funding Required	Central Office Personnel

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Activity - Utilize Wonders and Finish Line	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Wonders and Finish Line Reading Series EL Instruction Kit, Tier II, Strategic Intervention	Academic Support Program			08/06/2015	05/20/2016	\$0 - No Funding Required	EL paraprofessional

Activity - ECS EL Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Specialist was hired for the system. RBE will use the EL specialist to provide training on the specifics of EL documentation to include goal setting and the roles of the EL team. The EL Specialist will also provide professional development on instructional strategies and accommodations for EL students. The EL Specialist will assist in planning and modeling these instructional strategies and accommodations as needed.	Professional Learning Policy and Process Direct Instruction Academic Support Program			09/28/2015	05/27/2016	\$0 - No Funding Required	Stacy Waldrop, EL 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:

Enhance the learner through a deep understanding, conceptualization, and mastery of College and Career Ready Standards, high impact instruction, and assessment for all core content areas but especially math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in the ELA College and Career Readiness Standards in Mathematics by 05/25/2016 as measured by STAR Screening Assessment data and ASPIRE Math Assessment Data.

Strategy1:

Use standard-based assessments for data - We will use assessments aligned with college and career-ready standards to test the skill and standards mastered by individual students, classes, and grade-levels.

Research Cited: U.S. Department of Education Publication: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Compass Learning program will be used to target individual needs using the learning path created for individual students after taking the STAR assessment.	Academic Support Program			08/28/2015	05/20/2016	\$0 - No Funding Required	Classroom teachers will provide time for students to work on their assigned learning path.

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Activity - STAR Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 1-6 will take 3 STAR benchmark tests. Tier II and Tier III math students will take a progress monitoring test monthly. All data gathered will be used by teachers to guide individual and grade-level instruction.	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers and interventionists

Activity - PST/Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in RTI and Data meetings to discuss current individual, class, and grade-level mastery of standards and then discuss our next steps in instruction to help all students master the standards.	Academic Support Program			09/04/2015	05/27/2016	\$0 - No Funding Required	Administrator, Interventionist, Instructional Partner, Special Education teachers, and all classroom teachers

Goal 2:

To create opportunities for students to develop academic skills and dispositions that will prepare them to be productive citizens in the global society of the present and future.

Measurable Objective 1:

collaborate to provide opportunities for students to develop academic skills and dispositions that will prepare them to be productive citizens in the global society of the present and future by 05/27/2016 as measured by a student survey.

Strategy1:

Student Advocates - Each student will have an advocate that supports them as needed. Encouragement and support to do the right thing should help reduce discipline referrals.

Research Cited: AdvancED Standards for Quality Schools

Activity - At-Risk Behavioral Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rucker Boulevard has a retired D.A.R.E. officer employed at our school. She meets with at-risk behavior students daily to encourage them to do their best and to pull them out as needed to keep from reaching the point where a discipline referral is needed. We also have a behavioral Special Education Classroom in which students with behavioral needs receive lessons on life skills.	Behavioral Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Ms. Cindy Dunaway Mrs. Danielle Myers

Goal 3:

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Increase the proficiency of the English Language Learners in the English Language

Measurable Objective 1:

A 5% increase of English Learners students will demonstrate a proficiency in reading, writing, listening, and speaking in English Language Arts by 05/27/2016 as measured by level of 4.8 or higher on the ACCESS test.

Strategy1:

EL Instruction - - Implement a research-based systematic model of EL literacy and instruction strategies within the classroom

Research Cited: <http://www.wida.us/research/agenda/Standards/index.aspx>

Activity - EL Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several opportunities will be provided by the Enterprise City School System on the WIDA Standards, SDAIE, SAMUEL, and a variety of other topics for teachers of EL students.	Professional Learning			09/04/2015	05/20/2016	\$0 - No Funding Required	Central Office Personnel

Activity - Utilize Wonders and Finish Line	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Wonders and Finish Line Reading Series EL Instruction Kit, Tier II, Strategic Intervention	Academic Support Program			08/06/2015	05/20/2016	\$0 - No Funding Required	EL paraprofessional

Activity - ECS EL Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Specialist was hired for the system. RBE will use the EL specialist to provide training on the specifics of EL documentation to include goal setting and the roles of the EL team. The EL Specialist will also provide professional development on instructional strategies and accommodations for EL students. The EL Specialist will assist in planning and modeling these instructional strategies and accommodations as needed.	Policy and Process Direct Instruction Academic Support Program Professional Learning			09/28/2015	05/27/2016	\$0 - No Funding Required	Stacy Waldrop, EL Specialist

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

Goal 1:

Increase the proficiency of the English Language Learners in the English Language

Measurable Objective 1:

19% of English Learners students will demonstrate a proficiency in reading, writing, listening, and speaking in English Language Arts by 05/27/2016 as measured by level of 4.8 or higher on the ACCESS test.

Strategy1:

EL Instruction - - Implement a research-based systematic model of EL literacy and instruction strategies within the classroom

Research Cited: <http://www.wida.us/research/agenda/Standards/index.aspx>

Activity - EL Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several opportunities will be provided by the Enterprise City School System on the WIDA Standards, SDAIE, SAMUEL, and a variety of other topics for teachers of EL students.	Professional Learning			09/04/2015	05/20/2016	\$0 - No Funding Required	Central Office Personnel

Activity - Utilize Wonders and Finish Line	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Wonders and Finish Line Reading Series EL Instruction Kit, Tier II, Strategic Intervention	Academic Support Program			08/06/2015	05/20/2016	\$0 - No Funding Required	EL paraprofessional

Activity - ECS EL Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Specialist was hired for the system. RBE will use the EL specialist to provide training on the specifics of EL documentation to include goal setting and the roles of the EL team. The EL Specialist will also provide professional development on instructional strategies and accommodations for EL students. The EL Specialist will assist in planning and modeling these instructional strategies and accommodations as needed.	Professional Learning Academic Support Program Policy and Process Direct Instruction			09/28/2015	05/27/2016	\$0 - No Funding Required	Stacy Waldrop, EL Specialist

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:

Enhance the learner through a deep understanding, conceptualization, and mastery of College and Career Ready Standards, high impact instruction, and assessment for all core content areas but especially math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in the ELA College and Career Readiness Standards in Mathematics by 05/25/2016 as measured by STAR Screening Assessment data and ASPIRE Math Assessment Data.

Strategy1:

Use standard-based assessments for data - We will use assessments aligned with college and career-ready standards to test the skill and standards mastered by individual students, classes, and grade-levels.

Research Cited: U.S. Department of Education Publication: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - PST/Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in RTI and Data meetings to discuss current individual, class, and grade-level mastery of standards and then discuss our next steps in instruction to help all students master the standards.	Academic Support Program			09/04/2015	05/27/2016	\$0 - No Funding Required	Administrator, Interventionist, Instructional Partner, Special Education teachers, and all classroom teachers

Activity - STAR Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 1-6 will take 3 STAR benchmark tests. Tier II and Tier III math students will take a progress monitoring test monthly. All data gathered will be used by teachers to guide individual and grade-level instruction.	Academic Support Program			08/17/2015	05/27/2016	\$0 - No Funding Required	All teachers and interventionists

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Compass Learning program will be used to target individual needs using the learning path created for individual students after taking the STAR assessment.	Academic Support Program			08/28/2015	05/20/2016	\$0 - No Funding Required	Classroom teachers will provide time for students to work on their assigned learning path.

Strategy2:

Math Leadership Team - Enterprise City Schools coordinated the development of a math leadership team in Spring 2015. Each grade level had a leadership team that consisted of a lead math teacher from each elementary school. The leadership team worked together to develop a pacing guide, common assessments, and compile resources for each standard.

Research Cited: <http://www.mathleadership.org/ccss/index.html>

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Activity - Real World Application	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math leadership team along with the math specialists facilitated professional development for all math teachers on developing and assessing real world math application tasks. Application tasks will be used by all teachers to help assess master of the math CCRS. They will also count as a portion of each student's grade. Support in the development and assessing of these tasks will be given throughout the year by Laura Wildzunus, elementary math specialist.	Direct Instruction Academic Support Program			09/04/2015	05/25/2016	\$0 - No Funding Required	All math teachers

Strategy3:

Empower teachers to provide high impact instruction and assessment through collaboration, innovation, and appropriate resources. - Teachers will be provided with professional development to unpack the standards to be able to prepare lessons that help each student show growth towards mastering the standards using best teaching practices..

- Raising standards for all students in English language arts and mathematics;
- Developing better assessments aligned with college and career-ready standards;
- Implementing a complete education through improved professional development and evidence-based instruction models and support.

Research Cited: <http://www2.ed.gov/policy/elsec/leg/blueprint/publication.html>

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rucker Boulevard Elementary School received a grant from ALSDE/ALEX to receive professional development and support as we begin facilitating project based learning. The principal, instructional partner, media specialist, elementary director, and a general education teacher attended the initial professional development June 2015 in Birmingham, AL. A PBL unit was devised for the general education teacher to try. All teachers will receive training and support throughout the year to be able to facilitate at least one PBL during the second semester.	Academic Support Program Professional Learning Direct Instruction			06/16/2015	05/20/2016	\$0 - No Funding Required	The PBL team to guide all teachers

Strategy4:

Empower teachers and students to utilize digital tools through a comprehensive infrastructure - Increase Technology Inventory and Increase Teacher Knowledge of Available Technology - Rucker Boulevard will increase their technology effectiveness by purchasing more devices and equipment along with providing necessary training to all teachers on the use of technology.

Research Cited: <https://www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html>

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Activity - Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After signing a contract, all students are allowed to bring their own technological device and use it when appropriate to enhance instruction. We call this program BYOD or Connect 2 Learn. We also have a computer lab and iPADS available if teachers want to reserve them. Teachers incorporate technology into their lessons at least weekly.	Technology Academic Support Program			08/06/2015	05/20/2016	\$0 - No Funding Required	All classroom teachers

Activity - Technology Innovation Experience Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our "why" for the Technology Innovation Experience is grounded in creating a collective unit of digital teacher and student leaders modeling learning environments that highlight high-impact instructional strategies in technology integration and innovation. These digital leaders' classrooms will become spaces of learning for other adult learners to be engaged, inspired, and provided support to shift their own selves and classrooms to this level of teaching and learning. Technology is the means not the mission. Everything we do in TIE is grounded in teaching and learning. The first questions are always, "Who are the learners, and what educational challenges are they grappling with -- both teachers and students?" We aren't going to start with the goal of creating the most flashy project or a viral sensation. Instead, we are going to focus on choosing the medium or technology that delivers the most effective learning experience for our specific learning goal. No previous computer science or technology experience is required to join TIE, only a passion for harnessing innovation and creativity to improve educational outcomes for all learners and a commitment to help get every person in our district to this level. Our ultimate goal being that we become a collective unit of digital leaders, integrating into the work of leadership...thus creating a model that can and will inspire the change that we need to see in our teaching and learning district-wide to ensure every student truly is college, career, and life ready leaders of their own learning.	Direct Instruction Professional Learning Technology			10/01/2015	05/20/2016	\$0 - No Funding Required	Beth Sanders, Britany Howell, Hillery Montel, Hali Quincey, and 5 general education teachers

Goal 2:

To create opportunities for students to develop academic skills and dispositions that will prepare them to be productive citizens in the global society of the present and future.

Measurable Objective 1:

collaborate to provide opportunities for students to develop academic skills and dispositions that will prepare them to be productive citizens in the global society of the present and future by 05/27/2016 as measured by a student survey.

Strategy1:

Student Advocates - Each student will have an advocate that supports them as needed. Encouragement and support to do the right thing should help reduce discipline referrals.

Research Cited: AdvancED Standards for Quality Schools

Activity - C.A.T.S. Program/ Extracurricular Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
C.A.T.S. (Children and Adults Targeting Success) Program Rucker Boulevard Elementary School has implemented a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience, as well as, facilitates a extracurricular club determined by the students' interests. Students and advocates will meet monthly during an assigned time. Other meetings will take place as necessary.	Extra Curricular Behavioral Support Program Community Engagement			10/16/2015	05/25/2016	\$0 - No Funding Required	All staff members will be advocates

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.

Only highly-qualified personnel are hired to fill positions at Rucker Boulevard Elementary School. Elementary teachers who are new to the profession must hold at least a bachelor's degree (or higher) or must demonstrate, by passing a rigorous state test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic curriculum or complete objective criteria as set by the State Department of Education. The Enterprise City School System's plan for highly qualified ensures that teachers meet the requirements and that personnel staffing decisions are based on highly qualified status. In compliance with P.L. 107-110, Section 1119 (i), Principals must attest to the Qualification for Teachers and Paraprofessionals by completing an eight part checklist and tables indicating highly qualified status for teachers in core subjects as well as highly qualified status for paraprofessionals. Our faculty is 100% highly qualified according to No Child Left Behind guidelines. Rucker Boulevard ensures that all paraprofessionals hired and working in a program supported with funds under this part shall have completed at least two years of study at an institution of higher education, obtained at least an associate's degree, and met the rigorous standard of quality. The duties of the paraprofessionals are to assist at-risk students under the direct supervision of classroom teachers.

There are 5 self-contained units in 1st grade. Grades 2nd-5th are grouped in pods in which teachers are partially departmentalized (teaching 3 subjects at most). Sixth grade is completely departmentalized, each of the four teachers teach a different subject. Departmentalization allows teachers to become master teachers of their assigned subject(s) due to having more time to spend planning higher quality strategic lessons to present to students. The principal is responsible for the assignment and/or reassignment of teachers to ensure the prioritized academic needs of all students are being met. Before placing teachers in their current positions, the principal surveyed all teachers concerning grade and subject preference.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Over the course of the 2014-2015 school year and the beginning of the 2015-2016 school year:

- 6 classroom teachers were non-renewed
- 1 counselor retired
- 1 new assistant principal
- 2 new teacher units were added
- 1 new interventionist
- 1 special education teacher was transferred from another school in the district
- 1 new special education aide was added
- 1 music teacher was transferred from another school
- 1 nurse was transferred from another school due to school closing
- 1 special education teacher transferred to the position of counselor

Starting the 2015-2016 school year, 7 new classroom teachers, 1 Special Education teacher, 1 assistant principal, 1 aide and 3 teachers transferred from different schools within the district and were new to Rucker Boulevard's faculty due to changes listed above. After the start of the school year, 1 interventionist was hired. Due to the high turnover rate, a mentoring program is in place for all first and second year teachers.

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

The highest level of experience is 25 years and the lowest level of experience is 0 years. 18 teachers have 10 years or more in education. 17 teachers have earned advanced degrees.

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

Enterprise City schools utilized the Alabama State Department of Education's Teach in Alabama program to attract high quality teachers. Only teachers that are deemed highly qualified are interviewed for positions within the system. Once employed, a mentoring program is in place that pairs a veteran teach with a new hire. These procedures help ensure that these high quality teachers are retained. This year our system added a "Job Fair."

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

Enterprise City schools utilized the Alabama State Department of Education's Teach in Alabama program to attract high quality teachers. Only teachers that are deemed highly qualified are interviewed for positions within the system. Once employed, a mentoring program is in place that pairs a veteran teach with a new hire. These procedures help ensure that these high quality teachers are retained. This year our system added a "Job Fair."

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?

Due to a high turn over rate at Rucker Boulevard Elementary School, a mentoring program is in place. Program Goals:

To provide beginning teachers an effective transition into the teaching profession;

To provide seasoned teachers new to our school an effective transition to Rucker Boulevard Elementary;

To increase the retention rate of beginning teachers;

To have a positive effect on student achievement, and;

To create a more comprehensive mentoring program by bringing various efforts to support beginning teachers together in a more intensive school wide program

Program Requirements:

First year teachers are paired with mentors based on common certification areas.

Mentoring will last for one full year.

Mentors of first and second year teachers should schedule time together as they are able or as needed.

Mentors of veteran teachers that are new to Rucker Boulevard should schedule time together as they are able or as needed; however, the program requires a minimum of two documented contacts per month.

A mentor meeting log is kept by the mentor.

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?

Faculty and staff have various opportunities for professional development in an effort to foster professional growth that enhances instruction for increased student achievement. Listed below are the staff development programs:

- Learning walks
- Data analysis meetings
- Instructional rounds
- Collaborative and vertical planning
- AMSTI Training
- Project-Based Learning training
- Technology in Motion sessions
- Google Drive training
- ESL education
- System 44
- Team Building
- Baseline Edge
- Teacher Institute
- SAMUEL training
- Mentoring program
- New teacher orientation
- ELA collaborative cohort

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

There are a variety of professional development opportunities for the stakeholders mentioned above. Listed below are the development programs:

- Math night
- Reading and Technology night
- Volunteer program
- STAR
- Stride Academy

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

-New teacher orientation

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- New teacher meetings to collaborate with other teachers, as well as, the instructional partner
- Content workshops provided
- Grade-level mentor
- Instructional rounds
- Learning walks

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

The data gathered through assessments and surveys is used to note any weak areas Rucker Boulevard has professionally. Workshops correlate with professional development to strengthen any weaknesses. Professional development is examined each year through data. RBE has ongoing professional development for new teachers, staff, etc. such as CPR training, AMSTI, SAMUEL training, etc. As needs arise, professional development is used to extend teacher growth through technology, Reading Wonders workshops, etc.

System wide teacher collaboration days are scheduled throughout the 2015-2016 school year. PD is embedded into continuous improvement in ongoing activities such as:

- System-wide teacher collaborative days
- Weekly grade level meetings during planning
- Monthly staff meetings
- Monthly instructional rounds
- Frequent learning walks

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.

Kindergarten students are welcome to attend an open house. They are able to get acquainted with their classroom and teacher. For students entering middle school, parents and students are invited to attend an open house where they can get information on schedules, electives, advanced classes, etc.

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?

The results of statewide academic assessments are analyzed to discover strengths and weakness in instruction. The faculty/staff use this data to create goals that will strengthen our school's academic success. Teachers are involved in creating the goals for the new ACIP. They also use this data to drive their instruction--find strengths and weaknesses within their own classroom.

Teachers are vital to the decisions made regarding assessments that are utilized at the school level. Professional learning teams, including grade-level and leadership level teams, contribute to school decisions regarding academic assessments. Data is reviewed, evaluated, and interpreted then input is considered in regards to the decisions and actions that should be made concerning the data.

Classroom teachers, ELL teachers, Special Education teachers, and Interventionists have monthly meetings to discuss success of individual students. If needs are not being met, then suggestions are discussed among the collaborative group and decisions are made as a group.

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?

Rucker Boulevard uses information obtained from various assessments to assist in diagnosing the effectiveness of instruction. Struggling students are identified by the classroom teacher and the intervention teacher based on classroom observations, data gathered from classroom assessments, and universal assessments, such as DIBELS Next, STAR Reading and Math, and ACT Aspire for grades 3-6.

Students are then targeted for receiving accommodations in the identified area(s) of weakness. The Pupil Support Team (PST) monitors the progress of at-risk students to ensure all students meet the state's academic achievement standards at an advanced or proficient level. A plan of action is formulated through the use of several resources. Individual students who are considered to be at-risk are offered assistance through summer school and tier 2 interventions. Students who still display little to no growth are offered tier 3 interventions outside of the general education classroom by an interventionist.

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?

Since data meetings are held on a regular basis, teachers are able to provide differentiated instruction in a timely and effective manner to students experiencing difficulty. The Instructional Partner and Interventionist collaborate with teachers on an ongoing basis to ensure intervention strategies are in place for all students experiencing difficulty mastering the state's academic achievement assessment standards. Through RTI, students receive Tier 2 and Tier 3 instruction as needed. Resource teachers provide assistance for students as outlined in an IEP or 504 plan.

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

In addition to the use of RTI, the following additional strategies are often utilized to provide differentiated instruction to students: small group instruction, assistance from instructional aides, peer tutoring, sessions with the school counselor, behavior charts, contracts, rubrics, data meetings, grade-level meetings, preferential seating, and Compass Learning Computer Program.

The STAR Reading and Math data gives teachers a variety of knowledge on each child. Teachers are able to easily see students strengths and weaknesses. Lesson plans are adjusted according to this data.

Intervention lessons are developed in reading and math for students having difficulty mastering standards.

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

The Summer SMARTS program is offered every summer and is coordinated at the system level. It provides instruction in reading and math for the identified at-risk students. In addition to these programs, Rucker Boulevard Elementary School offers extended learning opportunities on its website. Students who have internet access can visit the website and link to the online instructional programs they use during the day such as Compass Learning, AR Home Connect, ConnectED, and Spelling City. Teachers also post assignments and lesson plans on their web page for the benefit of both students and parents. Rucker Boulevard also offers a variety of student clubs in which students can join based on interest.

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 homeless, migratory and limited-English proficient students must have equal access to the same free appropriate public education, whether funded or not, including public preschool education, provided to other children and youth. All homeless, migratory and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Below is a listing of programs, services and human resources provided to RBE students. Each subgroup has a LEA Plan to provide for the needs of the students. Plans are located at the school and Central Office.

Programs/Targeted Group(s)/Dates Implemented

English as a Second Language Program/Qualified English Language Learners/Continuous throughout the year

Special Education Program/Qualified Special Education Students/Continuous throughout the year

Gifted Program/Qualified Students in Grades 3-6/Continuous throughout the year

Summer S.M.A.R.T.S. Program/Any Academically At-Risk Student/Summer session

Services and Human Resources/Targeted Group(s)/Dates Implemented: Guidance Counselor/Any Student/Continuous throughout the year

Pupil Support Team (PST)/Referred At-Risk Students/Continuous throughout the year

System wide Student Services Coordinator/Truant, Migrant, Economically Disadvantaged, Neglected, Delinquent, and/or Homeless Students/Continuous throughout the year

Classroom Teachers/Interventionist/Identified Students in Grades 1-6/Continuous throughout the year

A Comprehensive needs assessment is completed annually and addresses the need of migratory children. The Enterprise City School System assures that the educational needs of migratory children, preschool-grade 12 are met as well as the year the round needs of migratory K-8 children. Equal access to educational programs, Title III, and other supplemental programs provided during the school day is available. Migrant children must meet the same challenging, academic achievement standards that all children are expected to meet. High school drop-out and prevention are addressed at the secondary level through intervention and flex blocks. Migratory students who are at-risk are identified and offered assistance through extended learning opportunities and counseling sessions.

Professional development is provided annually to school personnel through turn-around sessions in an effort to assist with the education of the migrant child. Migratory parents are included as stakeholders in the education of their children and the MEP. They are specifically

targeted to participate in meaningful dialogue with the school through parent meetings, conferences, parent training sessions, and committee representation.

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?**

The school wide plan includes the coordination of all the funds from federal, state, and local programs. This coordination consists of State Foundation funds that are used to pay the salaries of teacher, administrator, counselor and librarian units, as well as to purchase instructional supplies. Federal, state, and local funds are used to enhance instruction which supports student learning.

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.

Rucker Boulevard Elementary School's plan for federal programs has been developed and coordinated with the state and local program's plan. Reform efforts are in progress and will continue to be funded through local, state, and federal monies. This plan will remain in effect for the duration of the school's participation. During the implementation period, programs will be monitored for effectiveness and necessary changes in strategies, and programs will be developed to meet the needs of students. A comprehensive school budget is included in this Continuous Improvement Plan. State funding sources consist of technology, textbooks, at-risk, library enhancement, teacher allocation, transportation, and professional development. Federal funding consists of Title I, Part A, Title I, part C, Title II, Title III, Homeless, IDEA B-Basic, IDEA B-Preschool, and Child Nutrition. Rucker Boulevard Title I, Part A and other funding sources will be used to supplement instruction, and other strategies as outlined in the Needs Assessment of the Continuous Improvement Plan. The coordination of these funding sources will help ensure that all students meet state academic requirements.

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.

Funding is used to enhance instruction and support our school wide goals.

Component 10: Evaluation

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

Data that is specific to the Continuous Improvement Plan is collected from a variety of sources. The data is reviewed and analyzed through the needs assessment to determine if the goals that have been addressed in the plan are being met. Achievement data is compared from year to year to determine trends related to student achievement in specific subjects and by specific subject and by specific groups of students. The plan is reviewed at least quarterly by the Leadership Team to make sure the strategies listed to meet goals are being utilized. They also discuss changes that need to be made. In the fall, winter, and spring, the CIP is reviewed with all faculty members. Walkthroughs are utilized as another evaluation tool to determine if the goals set forth in the CIP are being met.

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?

Data from the State's annual assessments, locally made assessments, and other indicators of academic achievement are analyzed to determine if the schoolwide program goals are effective or if the goals are in need of revision. A data comparison is conducted to determine trends related to student achievement among groups of students and in specific subject areas. Intervention is provided for students who are not achieving at a rate determined to be adequate.

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?

We analyze all testing data as well as the data listed by subgroups. We look at the trends in the achievement gap and monitor progress in closing the gap.

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?

Each committee meets continuous throughout the year (at least quarterly) to review and update the plan according to the needs of our school as new data is received.

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

We are still working on the path of improving technology for purposeful learning as well as going toward a PBL/Google classroom focus.

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

The only goal that was omitted was decreasing discipline referrals. We made gains in this area last year and feel as we try to engage students we will also decrease discipline problems.

We also added additional action steps to the academic goals so that we can continue to improve in this area.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	32.32	26.0	1,429,317.00
Administrator Units	1.00	1.0	0.00
Assistant Principal	0.00	1.0	0.00
Counselor	0.50	1.0	0.00
Librarian	1.00	1.0	0.00
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0.0	0.00
Professional Development	0.00	0.0	1,966.00
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	0.00	0.0	11,520.00
Library Enhancement	0.00	0.0	655.00
Totals			1,443,458.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	214011.01

Provide a brief explanation and breakdown of expenses.

Teacher Salary- 160,177.11

EL Aide- 33,242.13

Materials/Supplies- 16,491.36

Parental Involvement- 2600.41

Staff Development- 1,500.00

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

Provide a brief explanation and a breakdown of expenses.

0

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	1500.0

Provide a brief explanation and a breakdown of expenses.

NA

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	33242.13

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title VI

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	65845.0

Provide a brief explanation and breakdown of expenses

NA

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.

At the Annual Meetings which are held during the first semester of school, parents are shown a PowerPoint presentation on our Continuous Improvement Plan or can view a webinar placed on the school website.

Below is a summary of the slideshow.

- Overview of Title I Schoolwide Program
- Schoolwide Plan - CIP
- Parental Involvement
- Parental Involvement Policy and Plan
- Parental Involvement Calendar (1% set-aside)
- Parent Participation: committees, conferences, volunteers
- Parent Surveys/Needs Assessment
- Parents Right to Know
- Evaluation of Plans

Parents are encouraged to ask questions about the School wide Plan at the conclusion of the presentation or to talk directly to the CIP Chairperson or Principal. The parents are involved by attending the Annual Meetings and providing input about our school.

RBE will reserve at least 1% of its entitlement to carry out Title I, parental involvement activities such as promoting family literacy and parenting skills through the Elementary Parent Involvement Calendar at the beginning of each year.

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) RBE welcomes parents' input and support of school activities, functions and everyday operations. Parents are given opportunities to communicate with their child's teacher, principal, or other school staff members by scheduling formal conferences, discussing concerns via telephone conversations, writing notes in the comment section of weekly folders, and by electronic mail. In an attempt to involve all parents, workshops and meetings are scheduled at various times during the day. Below is a listing of the parent activities and time of day they were offered during the 2015-2016 school year.

- * First & Second Grade Open House (afternoon-evening)
- * Third & Fourth Grade Open House (afternoon-evening)
- * Fifth & Sixth Grade Open House (afternoon-evening)
- * Grandparent's Day (lunch)
- * Parent Workshop "Reading and Technology Nigh" (evening)
- * Volunteer Training (morning)
- * Parent Workshop "Math and Science Expo " (daytime)
- * Parent Visitation (all day)

ACIP

Rucker Boulevard Elementary School

- * Annual Title I Annual Meeting (morning/ evening)
- * Annual Title I Consensus Meetings (afternoon)
- * Open Door Parent-Teacher Conferences (afternoon-evening)
- * Family Picnic (lunch)
- * Fall Festival (evening)
- * American Education Week (lunch)
- * December, February, and May PTO Meetings (evening)
- * National Jr. BETA Club Induction (evening)
- * Awards Day (morning)
- * Volunteer Program (all day)
- * Parent Breakfast (morning)
- * ABC Parent Visitation (throughout the day)
- * System-wide Family Fun Day (afternoon-evening)

2) Parents are active participants in the planning, reviewing and updating of the Title I Continuous Improvement Plan. They serve as members of the volunteer program and/or ACIP committees, all of which provide them the opportunity to express concerns or make suggestions concerning the ACIP.

3) The funds for parental involvement were used to provide each parent with a ECS Parental Involvement Calendar.

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.

The following list consists of some methods of communicating with parents that are utilized at Rucker Boulevard Elementary:

- * Two parent conferences are scheduled during the year so that student academic/behavior progress can be monitored
- * School Cast phone message system is used to notify parents of upcoming events
- * Weekly progress folders allow the parents to see their child's work and offer feedback to the teacher
- * Monthly newsletters outline activities and provide pertinent school information
- * Remind 101, Notify Me, Twitter
- * RBES's website:/ provides a comprehensive view of our school (website can translate to other languages)
- * RBES's Facebook page provides a pictorial overview of activities occurring at school throughout the year
- * From RBES's website parents can link to the Enterprise City Schools homepage where they can access parental involvement information for the system
- * Accelerated Reader Home Connect allows parents to access their child's AR scores online
- * Our ESL paraprofessional assists in communicating with Spanish speaking parents
- * Parents are asked to sign the signature page of the Enterprise City Schools Elementary Handbook to indicate their agreement with the contents

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 standards. The compact is updated annually by the stakeholders of the ACIP. It is discussed and explained during the Annual Meetings held during the first semester of school; it is then distributed at the beginning of each school year for signatures to bind the agreements. A copy of the compact is kept by the homeroom teacher and then turned into the Title I Chairperson at the end of the year.

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

Parents who wish to make and submit (to the LEA) their comments of dissatisfaction with the Parent Involvement Policy and Plan have the right to speak to the principal or the Enterprise City Schools Federal Program Director. Parents may also follow the Enterprise City Board of Education approved Grievance Procedure steps listed in the Enterprise City Schools Elementary Handbook on pages 14-16.

Our Title I Continuous Improvement Plan Instructional Leadership Team will meet at the end of the year to evaluate and revise, if necessary, the School wide Program, the Parent Involvement Policy, the School-Home Compact, and the method of allocating Title I funds.

At any point during the year, the parents are allowed to submit comments of dissatisfaction with the ACIP to the principal. The comments are then reviewed by the Leadership Team.

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)

1) The leadership and staff of Rucker Boulevard Elementary School have a strong belief in the importance of parental involvement. Two annual meetings, one at night and one during the day are held to try to accommodate the busy schedules of our parents. An ESL paraprofessional is present at these meetings to translate information for Spanish-speaking stakeholders. The format includes a PowerPoint presentation, discussion and question and answer session. At this time, parents are given an overview of the Schoolwide Program to include but not be limited to: School-Home Compacts, Parental Involvement Needs Assessment Survey, Parental Involvement Policy, Parents' Right-to-Know Policy, Facts about NCLB, and the use of Title I Parental Involvement monies to print the Enterprise City Schools Parental Involvement Calendars. When the parents are dismissed to their child's classroom, the teacher discusses the grade level's curriculum and tests that their child will be taking during the year.

Below is a listing of tests that are discussed:

* DIBELS Next--Administered 1-2

* ACT Aspire--Administered in Grades 3-6

ACIP

Rucker Boulevard Elementary School

- * Accelerated Reader Book Quizzes--Administered in Grades 1-6
- * STAR Reading & Math
- * Wonders Unit Tests
- * ACCESS
- * District math assessment given quarterly

2) A diverse group of parents volunteer and participate in parental involvement activities at Rucker Boulevard Elementary School. Parent representatives are chosen to represent all parent stakeholders on our school's Instructional Leadership Team, and are asked to make suggestions, review and improve our school's Title I program. At our annual meetings, parents are asked to offer input in order to better meet the needs of all stakeholders.

3) Title I allocations are used to purchase a system-wide Parental Involvement Calendar that is distributed to every student in the school.

4) Two conferences are scheduled with parents each year, allowing further discussion about Alabama's content and achievement standards as well as academic assessments. The goal of this communication is for the parents to know how to monitor their child's progress and assist them with their academic achievement.

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)

The leaders and staff of Rucker Boulevard Elementary School believe that parental involvement is crucial to student success and that parents are integral components in the learning community. Therefore, parents are encouraged to become involved in the process and to provide input into the implementation of the ACIP. The ultimate goal for parents is for them to become a part of the learning community and to participate in all aspects of their child's education.

- Volunteer Training was offered for parents who were willing to come and help serve at our school.
- Parent Workshops are offered to parents
- Parents were asked to serve on the schoolwide committee.
- Mrs. Quincey met with the parents to gain input.
- Parent surveys were also sent home.

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

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and

coordinate parent programs, and build ties between parents and the school. (Describe)

Our stakeholders will continue to communicate their belief that parents are partners in the educational process. Our parent and community volunteer program provides parents an opportunity to give the gift of time and talent to our school. Our Parent Volunteer Program is continually providing opportunities for parents to become involved in activities throughout the year. Parental Involvement Evaluations are sent home each year and parent input is used to help guide the selection of topics for parent workshops held during the school year. Two parent conferences are requested by teachers each year at which time the contents of the School-Home Compacts are discussed. The Compact reminds all stakeholders that as partners, we are committed to providing quality academic instruction in a positive learning environment which results in an increase in student achievement.

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 Leadership Team coordinates the Parent and Community Volunteer Program as well as parent workshops and/or activities that are offered throughout the year.

At a system level, our Parental Involvement Coordinator plans English as a Second Language Nights for our EL parents and other workshop/seminars for different stakeholder groups.

Also, we provide direct support to military students who have a parent deployed through a military liaison.

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)

The Enterprise City School System conducts meetings throughout the year for the parents of English Language Learners to provide general information about the ESL program and the system's policies and procedures. The presentations, as well as other materials and forms, have been translated into Spanish. The ESL staff has translated the student handbook as well as most other school-related documents which are available for the parents to read and/or sign.

The ESL staff assists Spanish speaking families during the registration process; translates during meetings and conferences; and facilitates communication between the parents and the school when parents have questions or concerns about school-related issues. The Transact program is available online to obtain school documents translated in more than twenty different languages.

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)

RBES makes every effort to meet the needs of our parents. Conferences are scheduled at the parent's convenience and the option of a phone conference is offered to parents who may have difficulty meeting with teachers during the school day. Parent workshops are provided on topics that parents showed interest in on the Parental Survey. The Automatic Phone Message system, Remind 101, Twitter, Facebook, and Notify Me are used to remind parents of upcoming activities and deadlines.

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.

The Enterprise City School System will provide all parents with the same opportunities for involvement in their child's school. When students are enrolled, parents and guardians are asked about the primary language spoken in the home. If a student is found to be eligible to receive services, the Individualized English Learners Plan will be followed. The LEA plan for Migrant, Immigrant, Neglected and Delinquent, and Children and Youth Experiencing Homelessness will be followed.