



ACIP

Phil Campbell Elementary School

Franklin County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Description of the School

Phil Campbell Elementary School is located in a small town of less than 1,000 residents located in the eastern part of Franklin County in the northwestern corner of Alabama. The average household income is \$33,954 (only 27.9% reported to the Census Bureau) compared to \$68,162 for all U.S. households. 48% of our students qualify for food stamps. Russellville, the county seat and largest town in the county, is located approximately 12 miles from Phil Campbell. Highway 43 runs through Phil Campbell which brings a lot of through traffic into the town each day. Phil Campbell's boundary touches the Marion County line making it convenient for children from that area to attend school at Phil Campbell while many Phil Campbell residents work in Marion County primarily in the manufacturing industry. Since Phil Campbell is a rural area, there are several family-owned poultry production farms in the community which provide employment and income for local families and workers. We have one large grocery store, one dollar/variety store, a medical office, a bank, one restaurant, one pharmacy, one service station, and a few small businesses. Other job opportunities are with the utilities departments in Phil Campbell and the city government. We have a police department, fire department and an ambulance and emergency service. No major industries or large businesses are located in the area forcing most residents to travel out of the area to work and to shop. There are several employment opportunities within the county. These include manufacturing companies such as Pilgrim's, Tiffin Motor Homes, Sunshine Mills, Franklin Manufacturing, G & G Steel, Sunshine Homes, and Gates Corporation. Other employment opportunities are at Wal-Mart, Russellville Hospital, Franklin County Board of Education, and various restaurants and retail businesses. Phil Campbell is located only one mile from Northwest Shoals Community College, a two-year junior college, and about 35 miles from the University of North Alabama, the nearest four-year higher education institution. A technical college located in Hamilton, which is approximately 25 miles from Phil Campbell, provides training for graduates who are interested in such courses.

On April 27, 2011 an EF5 tornado hit our town, destroying many of the businesses and homes. It also destroyed our high school. Many residents moved away because their homes were destroyed, and they rented, rebuilt or bought homes in other towns. Some of the businesses were destroyed and were never rebuilt. However, since then a few new businesses have moved in. School was dismissed early the day of the tornado. Our community lost many citizens in the tornado, including a teacher and two students. We did not return to school until several days later, after we had attended all of the funerals of friends and loved ones and became somewhat settled. In total, there were 27 deaths in our community. Because of the outpouring of support from people all over our country, as well as neighboring communities and counseling through Healing Hearts for anyone who needed it, we were able to heal and move on. Many homes have been rebuilt, and our high school has been rebuilt. Kaboom and Disney joined in efforts to rebuild the elementary school playground including Kevin's Corner (to honor a valued member of our school family whom we had previously lost) and a memorial for the teacher and students we lost in the tornado.

Phil Campbell offers several opportunities for recreation. We have two ball parks for community and school use. After the tornado, The Phil Campbell memorial park was built. It was dedicated to the victims of the April 27th tornado and to the Veterans of this area in appreciation for their sacrifices. It includes a stage for various types of performances and a picnic pavilion. The Town of Phil Campbell hosts a movie night in the park occasionally. The park is also open for use by other organizations like the school or churches in the community. We have a splash pad for children 12 and under that is open during the summer. We also have a community center that is used daily by the senior citizens in our town. Community members can also rent the community center.

In June 1995 The Town of Phil Campbell began hosting Phil Campbell Day. Anyone who shared the name of the town was invited to this convention organized by the writer Phil Campbell. Twenty-two Phil Campbells and one Phyllis Campbell, coming from all over America, attended. Mr. Campbell had been planning another convention June 2011. However, after the tornado he decided to turn the convention into a relief effort. He organized the Phil Campbells of the world to unite under the banner of I'm with Phil. He set up a website for people to donate money to help repair houses in two areas of the town in addition to assisting in the repair of the high school and city hall. The members of the convention later traveled to the town to assist the local community in rebuilding. Andrew Reed, a resident of the town, directed a documentary about the Phil Campbells' relief effort called I'm With Phil. Jason Biggs, an American actor, became interested in the project because, at the time, he was filming the movie Grassroots in which his character's name is Phil Campbell. He graciously arranged for the movie to be premiered in Phil Campbell at Northwest Community College to help raise money for the relief effort. Since then the convention has been turned into a festival renamed The Downtown Hoedown. The festival includes carnival rides, an antique car show, and arts-and-crafts items for sale, and food vendors. Local bands and singers perform during the evening. Beginning in 2010, there was a 5k road race called the Hoedown Hustle (in 2013 renamed the Judy James Memorial, a benefit for pancreatic cancer) 5k and a 1-mile fun run. Phil Campbell is home to The Dismals Canyon Conservatory, a privately owned and operated wilderness area. The Dismals offer hiking, swimming, rental cabins, camping area, massages, a country store, and the Soda Fountain and Grill. It was designated a National Natural Landmark in 1975 by the National Natural Landmarks Program. The Dismals Canyon has been featured in the Discovery Channel special "When Dinosaurs Roamed America." It has also been Dismals Canyon featured on "Absolutely Alabama" with Fred Hunter on Alabama Public Television.

Phil Campbell Elementary School is comprised of 460 students and 52 staff members. Our student population is comprised of 432 white, 20 Hispanic, 1 African American, and 7 multi-race students. We have 238 males and 222 females. The percentage of our students who qualify for free lunch is 74%. All of our teachers are highly qualified. Our grade levels are Pre-K through sixth grade. Pre-K through third grade are self-contained. Fourth grade through sixth grade are departmentalized. Our Pre-K program is a model First Class Pre-K Site for the state of Alabama. We are an accredited elementary school. We were the first in the county to be an Alabama Reading Initiative (ARI) and Alabama Math, Science, and technology (AMSTI) school. We were also first in the county to have a 21st Century After School and Summer Program (T.R.A.C.K.S.). In addition to the core academic subjects, we have a band program that allows fifth and sixth graders to be part of the high school band. Phil Campbell Elementary is one of the first schools in Alabama to receive a Performing Arts Initiative Grant for three years. This grant allows implementation of a part-time art teacher to teach art to all grade levels during the school day. The music part of this grant allows us to have a school chorus and drum corp after school. Our music students perform at both school and community events throughout the school year. Every year the art teacher and music teacher host Art in the Park for all of the Phil Campbell community, displaying student art and performing songs. They also sponsor PC Idol, a talent show at Phil Campbell Elementary. We plan to have another dynamic year showcasing the talents of the students at Phil Campbell Elementary. Our school has implemented an Ambassador Program. This program recognizes student achievement in academics and citizenship. Ambassadors help lead many programs in our school such as Character Counts, Pride Assemblies, and community service projects.

Our school offers a very strong counseling program that includes individual counseling for students in need and monthly lessons for each class that include topics on emotional health and character education. Our counselor also directs the Character Counts program that includes using students to help build character in our schools. Our school counselor has organized the Bobcat Civitan Group, a club comprised of students who help with service projects throughout the year. Some of the service projects they have been involved in are making cards on Valentine's Day and delivering them to a local nursing home; being a "Reading Buddy" for lower grade students; helping pack box canned food that was donated to our school by the community for families in need at Thanksgiving and Christmas; helping pack "backpack snacks" for students in need of food over the weekend; and becoming pen pals with residents of a local nursing home. Our counselor has also organized a "Ladies Only" and a "Men's Only" club. The purpose of these clubs is to help build self-esteem, a sense of community and belonging among the children of our school. At Christmas, our counselor also organizes a Phil Campbell Elementary School Angel Tree Project in which many of our classes adopt a child to provide gifts for those in need in our school. Through our counseling

program, we participate in Red Ribbon Week. Our counseling program was featured in the Franklin Living Magazine for its impact on students.

We have a beautiful outdoor classroom that allows students an authentic natural science lab year round. It is used to study trees, plants, insects, animals, and other natural science topics. There are several animal homes in the outdoor classroom including birdhouses and bat houses. There are also plants to attract butterflies, bees, and birds. Kindergarten uses the outdoor classroom to do an in-depth, year-long study of trees. Second grade uses it to study trees and plants. Third grade students learn about animal homes by building their own bird nests. They also invite a beekeeper to teach the students about honey bees while observing the bees in action. Fourth grade enjoys creative writing activities pertaining to nature in the outdoor classroom. Fifth grade students observe the effects of weather on the environment. Sixth grade students study erosion. The librarian has story time in the outdoor classroom and parties to reward students for the Accelerated Reading Program. Students also use the outdoor classroom to gather materials for nature crafts and creative writing. Besides studying nature, teachers use the outdoor classroom for story time, to perform plays on the outdoor stage, for parties, and just as a treat for students.

Northwest Shoals Community College partners with us regularly to enhance cultural, social, and academic programs at our school. They help third and fourth grade students conduct science experiments. The Ambassadors of Northwest Shoals Community College have also participated as "Big Sisters" in our Lady's Only club. They also perform different styles of music for our third- and fourth-grade students. Over the last few years we have striven to provide our teachers and students with more technology tools. Teachers are provided training and encouraged to use technology in their everyday instruction. Our school contains a computer lab, a media center, and three portable Chromebook labs. Our staff utilize Nooks, LCD projectors, ELMO's, smart boards, clickers, wireless Internet, and iPads to incorporate technology into our curriculum. This allows our students regular access to technology that supports teacher instruction and student learning. Here at PCES, we know that our high expectations will equal high success for our students. This is not just a catchy phrase for us to use when needed. This is what we keep foremost in our mind when we are setting goals for teachers, staff, and students. It is then, along that road to success that we strive for everyday excellence. When planning, each and every child is considered. We know that there is no "one size fits all" program that can be applied to all of our students. This is why we are continuing to work on instructional strategies that will meet the needs of all of our diverse learners. Our success is viewed by all stakeholders from the "Look What We've Done" entrance to the AMSTI and ARI projects that are proudly displayed in our hallways. Through these displays, our community can actually watch as our success grows. While working "hand in hand," our community and parents share in our success by attending our many celebration events. We know that successful students will lead to a successful community. We are all in this together!

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 Mission Statement

It is our mission to create a community of learners - where teachers and students are excited about learning. A place where all stakeholders are focused on empowering children to become lifelong learners who are college- and career-ready. We are a school that believes . . .

"Hand in Hand, Together We Can!

Purpose Statement

At Phil Campbell Elementary School our purpose is to work together as a team to help children reach their potential. It takes all stakeholders (parents, students, staff, and community) to help all children become college- and career-ready. We recognize that all children are not on the same level, but it is our job as a team to help them all achieve success. Parents, teachers, and community leaders work together on our Title I Parent Involvement Team to review and develop ongoing school improvements to meet this goal. Our staff also plays a key role by not only being trained, but by effectively implementing best teaching strategies. This includes continuously assessing, both formatively and summatively, and using this information to drive instruction. If what we are doing is not working, then our strategies must change. Based on data, we will scaffold students as needed to build skills and move them to independent success. We will also accelerate learning for those who are grasping the concepts and challenge them to a higher level. Differentiated instruction is essential. Our school works hard to keep parents apprised of student progress and how they can help at home. The community supports our students through participation in school activities. At PCES, the teachers, parents, students, and community believe:

Hand in Hand, Together We Can!

Strive for Everyday Excellence - One Child at a Time

High Expectations Equals High Success

Our Vision

The vision of Phil Campbell Elementary School is to become a place where everyday excellence occurs through the diverse programs that meet the needs of all learners.

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.

Achievements

- Our principal was recognized as a Rural All-Star by the Department of Agriculture and Industries for her untiring efforts to offer an outstanding education experience for her students.
- Our principal was also recognized by the Franklin County Chamber of Commerce in the Spring of 2015 as an Unsung Hero recipient for her impact on students over the last 40 years.
- Many of our teachers have also been recognized through the There's A Way Foundation and the Franklin County Chamber of Commerce.
- Our counselor and counseling program were featured in the Franklin Living Magazine for the powerful influence on students.
- We are an AMSTI and ARI site.
- We are a Pre-K model site for the state of Alabama.
- We were one of five schools in the state of Alabama to be awarded a grant to implement the Alabama Performing Arts Initiative.
- Over the last three years seven of our students were chosen to participate in the Space Be Ready Camp at the Space and Rocket Center in Huntsville, Alabama.
- Our school was recognized in National Geographic Magazine for participation in the Gigantic Traveling Map.
- Participated in College- and Career-Ready Standards (CCRS) regional teams to effectively implement Alabama College and Career Ready Standards.
- We were chosen as an Alabama First Class Pre-K demonstration site.
- Acquired E-Readers and iPads for high-interest learning opportunities to better prepare students for higher education and future careers.
- We added three portable Google Chromebook labs to facilitate Alabama College and Career Ready Standards.
- Installed WIFI for our Pre-K through sixth grade classes and the library.
- Every teacher has an LCD projector and a document camera.
- Many of the teachers have either an interactive whiteboard or a mobile interactive white board.
- We have access to quality programs such as Pearson Reading Street, GoMath, Lexia, Riverdeep, and Study Island.
- We are SACS accredited.
- Our teachers have completed three years of training in ACCRS. Part of this training was job-embedded.

We are proud of these achievements because they are crucial steps in reaching our goals. The Arts Program and the Space Be Ready Camp are important because they allow students to explore and discover talents that often go unseen through more common school programs, such as athletics, academics, and band. These programs also allow integration of the arts with our core academic curriculum. This helps students who are often identified as at-risk find their niche at our school and feel connected. Hopefully, this will lead to improved academic performance.

Areas for Improvement

- We are working to help teachers understand the importance of teaching grade level standards and differentiating instruction so that students will be equipped with the skills to be successful.
- We are moving towards full integration of literacy standards with all content areas, creating a real-life learning experience for students
- We are participating in ACCRS professional development provided by the State Department of Education.
- A lead teacher team attending the 2016-2017 EL Regional Meetings provided by the State Department of Education.

ACIP

Phil Campbell Elementary School

- The Principal and Reading Specialist attend ARI training provided by the State Department of Education.
- All of the above-mentioned trainings are turned-around to the faculty of Phil Campbell Elementary.
- We would like to have iPads or Google Chromebooks in every classroom for teacher and student use.
- We are working on increasing our use of technology in student research projects.

Additional Information

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

Who Are We?

460 power-packed, ready to learn Pre-k through 6th grade students

52 power-packed, ready to teach faculty and staff

1000 power-packed, ready to partner parents and community members

Our students participate in various clubs including 4-H, Beautification, and Art. Our students also participate in various sports activities through the Little League Program in basketball, football, softball, and baseball. We have an outstanding student body. Many of our students have been recognized for their accomplishments in the following ways:

The statewide 2016 Alabama Gerontological Society's (A.G.S.) Essay/Calendar Contest winner

Jr. National Young Leaders

NASA Camp Be Ready participants chosen among 50 in the state

Franklin County Farm City Poster winners

Regional 4-H Club winner

Art/T-Shirt design winners

Our school and community is characterized by warm, caring people. Many individuals and organizations donate money, items, and time to help our students and their families. At the beginning of the school year, many local churches collect and donate school supplies for our students. Throughout the year community members and staff donate clothes and shoes for students and their families who are in need. Every year we have an Alabama vs. Auburn competition in which students collect canned food items for needy families in our school. Last year, unfortunately, we had a kindergarten child with leukemia. Because of this, we used this competition to raise money for this family. This year we raised money with a lemonade stand to continue our support of this family. We also had a faculty member who was diagnosed with cancer. Our students organized a "Paws for the Cause" campaign in which the school raised money to help with her expenses. Our children also wrote cards to encourage these two school-family members. This is not unusual. Our students, community, and staff have always stepped in to help people in our community who are in need. In short, our school motto, "Hand in Hand Together We Can," exemplifies the culture of our school and community.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The school improvement team for Phil Campbell Elementary is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, students, and other business and community citizens who are representative of the community served by the school. All parents, teachers, student representatives and community leaders are given an opportunity to volunteer to serve on this team each year. Committee members are informed of their role at the first meeting. Flexible meeting schedules are offered to accommodate all stakeholders. Our faculty members meet in grade level and departmental groups to analyze data determining strengths and weaknesses in our curriculum and among individual students. All stakeholders are involved in school improvement planning. The team meets to review the previous year's Continuous Improvement Plan and student assessment data analysis that was done earlier to make adjustments as needed to ensure our success. This plan is shared with staff, parents, and other stakeholders. The plan is then submitted to our local board for approval.

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

Our Leadership Team includes the principal, teachers, reading specialist, parents, students, and community leaders. The principal, reading specialist, and teachers were responsible for analyzing data and determining student needs as a result of the data. The community leaders and parents also helped determine needs by outlining educational goals to fulfill needed job skills in the community and surrounding areas. All stakeholders shared needs and ideas for improvement specific to their area of interest. Parents described what families needed from the school in order to meet the needs of students. Community leaders described what the community needed from the schools as well as how they could help improve the school. Teachers contributed realistic ideas for improving student performance. Students also gave their input as to how our school could be improved.

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

After the final revision is made, the team will meet to review and approve the Continuous Improvement Plan. Information about the improvement plan for Phil Campbell Elementary School will be shared with teachers during faculty meetings, data meetings, and grade-level meetings. Parents will be informed of the improvement plan through newsletters and meetings throughout the 2016-17 school year. The CIP will be posted on the school website and copies will be placed in our school media center, counselors office, and main office. Signs will be posted in our building informing visitors of our Continuous Improvement Plan and where to find a copy.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Data is from ACT Aspire, Global Performance Series, DIBELS, and WIDA.	Student Performance Data Document 2016-2017

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

Areas of Notable Achievement

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

2015 Data:

Our data shows a dramatic improvement of 38% from 5th grade to 6th grade in 2014 to 2015 according to Act Aspire math scores. The data also indicates an improvement of 9% from 4th grade to 5th grade reading in 2014 to 2015. Sixth grade improved by 25% in 2015 from their 5th grade data. Our 6th grade data for 2015 shows a 25% in text complexity in reading. Fifth grade students had an increase of 35% in text complexity. According to ACT Aspire data, We scored above the national average in math, reading, and science in fifth grade. Our sixth grade scored above the national average in math and reading.

According to the ACT Aspire Student Growth Percentiles: Supplemental School Report growth summary statistics show that students were significantly above target from grade 5 to 6 mathematics. In reading students were significantly above target from grade 4 to 5 and from grade 5 to 6. Student Growth Percentiles (SGPs) in math show that students from grade 3 to 4 were within range of target, grade 4 to 5 were within range of target, and grade 5 to 6 were significantly above target. According to this report, all grade levels as a whole were significantly above target. In reading, SGP levels show the same results.

2016 Data:

Third grade moved from 37% ready in 2015 to 54% in 2016 in math. They were also slightly above the national percentile in both reading and math. In science, they were well above the national average. In reading, they moved from 19% in 2015 to 35% in 2016. In math, 4th grade (47% ready) and 6th grade (55% ready) were above the national level. Sixth grade also scored above national percentile in reading with 44% being ready.

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

According to Act Aspire and Global Performance Series Data, Phil Campbell Elementary School is showing an overall positive trend in reading and math in 2nd through 6th grade. Sixth grade for two years have had consistently good scores in reading and math. We believe this is due to tracking data consistently, teaching the standards, and working individually with struggling students. Struggling students are also pulled out to receive Tier III instruction from resource teachers. Looking at ACT Aspire data over a two year period, we followed students from one grade to the next. Significant growth was seen in math from 5th to 6th grade.

Data for 2016 shows a positive trend in 6th grade reading for key ideas and details. Sixth grade for the last three years have scored above the national percentile. When tracking the same students over a three year period, each grade has consistently improved their performance with the exception of 2016 school year in 5th grade Integration of Knowledge and Ideas.

Which area(s) indicate the overall highest performance?

According to 2015 ACT Aspire, math assessments indicated the overall highest performance with 47% of our 3rd through 6th grade students being ready. We hold high expectations for our students and are striving to vertically and horizontally align our curriculum to increase performance in math. Global Performance data shows the most gains in reading for 1st through 6th Grade with 46% of our students being on or above grade level. This discrepancy is due to the inclusion of reading foundations in 1st and 2nd grade. This confirms the struggle our students are having with comprehending complex texts. We are working to improve this by including more whole group explicit comprehension instruction of age-appropriate, complex text in kindergarten and first grades. First and second grade teachers are moving students from collaborative group comprehension projects to independent comprehension tasks. We believe that intensifying comprehension instruction in earlier grades will help students become accustomed to thinking deeply about text. This will better prepare them for the rigor required of them in later grades. The 2016 data also shows that Phil Campbell Elementary is performing highest overall in math with a score of 48% ready.

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

According to Act Aspire, both boys and girls showed a trend toward increasing performance in both reading and math. However, the improvement in math was greater. Global Performance Series also showed an increase from 2014 to 2015 in both reading and math. ELL students showed a trend toward increasing performance in the areas of speaking and oral language, moving from level 3 to level 4 according to WIDA. When tracking poverty subgroup students with ACT Aspire data, scores show an increase ranging in all grades from the 2013-2014 school year to the 2014-2015 school year.

The 2016 ACT Aspire data shows that third grade girls are out performing the boys in math, 57% to 50%. They are also performing higher in reading by 1% with a 36% and 35%. In 3rd grade, the Hispanic students are performing much higher in math with an 80%. This is better than white students by 25%. In reading, the Hispanic score is 40% ready. This is also outperforming the white population by 4%. Fourth grade boys are outperforming the girls by 14% in math (girls - 35%; boys 59%) and by 6% in reading (males - 28%; girls 22%). Fifth grade data shows girls outperforming the boys by 4% in math (girls - 52%; boys - 48%). In reading, the boys are outperforming the girls by 9% (boys - 48%; girls - 39%). Sixth grade data shows girls outperforming the boys in math by 8% (girls - 58%; boys - 50%). Males are outperforming the girls by 9% in reading (boys 50%; girls 41%). Girls are consistently outperforming the boys in math. Boys are consistently outperforming the girls in reading.

Between which subgroups is the achievement gap closing?

The achievement gap is closing with both boys and girls. ACT Aspire shows that boys are closing the gap faster in reading and girls are progressing faster in math. The achievement gap is closing for all grade levels within our poverty subgroup.

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

ACT Aspire data, Global Performance Series, and DIBELs data are all consistent with results found with Pearson Realize, Go Math, and other teacher-made tests within the classroom.

Areas in Need of Improvement

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

According to the 2016 ACT Aspire, 4th grade and 5th grade scored below the national average in reading. Fourth grade was the greatest concern with only 25% achieving ready level. Fifth grade had 31% at ready. In math, 5th grade was below the national percentile with a score of 38%.

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

Special education, gifted, and speech students showed a negative trend overall in reading foundations, reading, and math have shown a negative trend for over the last three years.

Which area(s) indicate the overall lowest performance?

The weakest area for our whole school within math was geometry. Our weakest area as a school in reading was integration of knowledge and ideas. In math, the weakest area is foundation skills with an average score of 38.5% for grades 3-6.

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

Students with IEP's have demonstrated a trend of decreasing performance in both math and reading.

Between which subgroups is the achievement gap becoming greater?

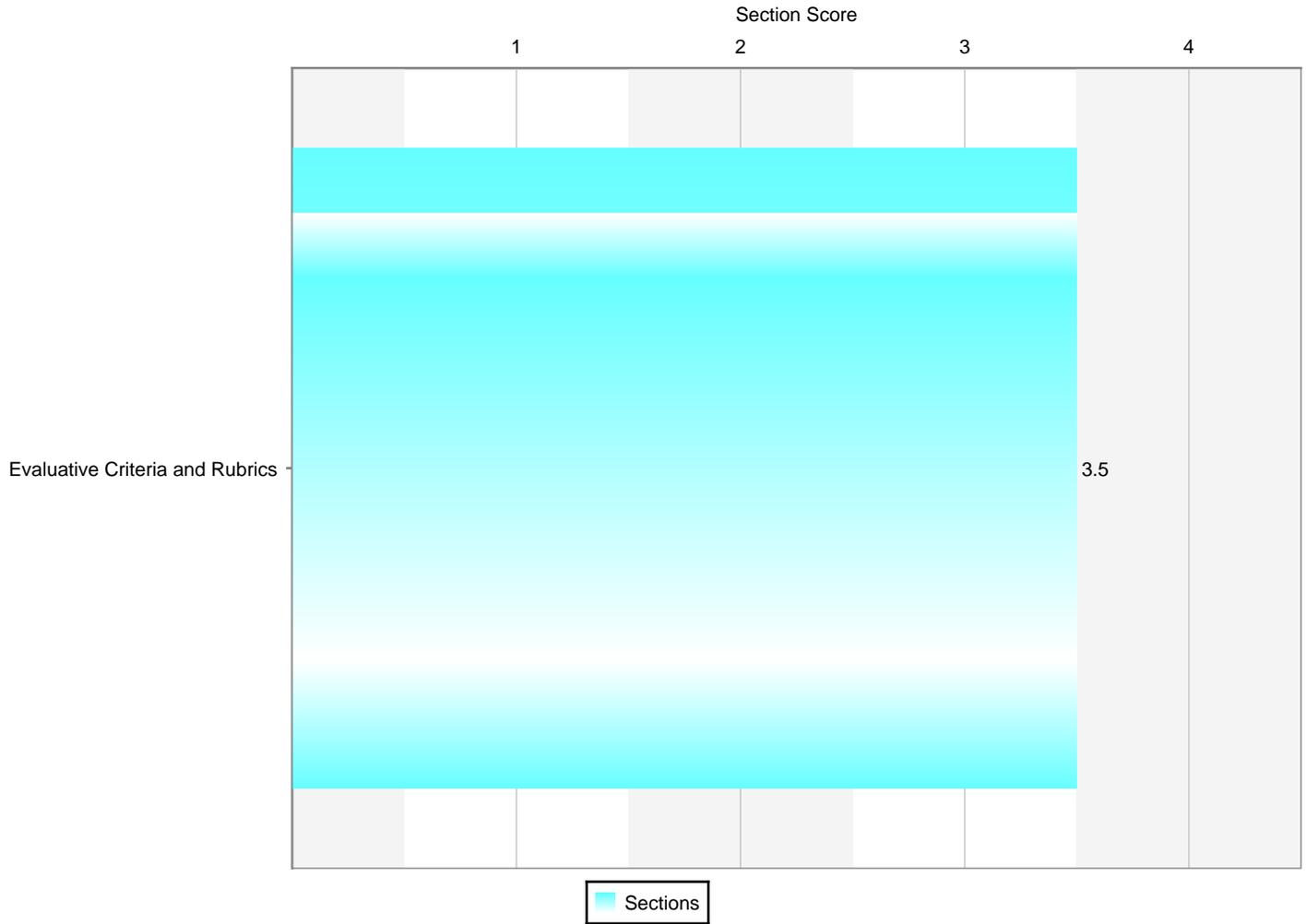
Special education and gifted students showed a growing achievement gap.

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

The data reports from Global Scholar are consistent with ACT Aspire's summative test results. It is also consistent with Pearson Realize progress monitoring tests, DIBEL's, teacher-made tests, Go Math assessments, and classroom observation.

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	The Instructional Leadership Team was established and submitted to the LEA for approval by the Franklin County Board of Education.	Leadership Team Signatures

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	Phil Campbell Elementary School complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education.	Non Discrimination Policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Gary Williams Superintendent of Education Franklin County Board of Education P.O. Box 610 Russellville, Alabama 35653 256-332-1360	Non Discrimination Policy

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Phil Campbell Elementary School and the Franklin County Board of Education has a Parental Involvement Policy in place.	Parental Involvement Policy 2016-2017

ACIP

Phil Campbell Elementary School

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	Phil Campbell Elementary has a School-Parent Compact that contains the required components of the No Child Left Behind Act that is jointly developed with parents of participating students.	School - Parent Compact 2016-2017

Goals and Plans 2016-2017

Overview

Plan Name

Goals and Plans 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Phil Campbell Elementary will make adequate progress in reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
2	Kindergarten through fifth grade students will become proficient at knowing and applying grade-level phonics and word analysis skills in decoding words.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Students will become more proficient in grade level math foundations	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Phil Campbell Elementary will make adequate progress in reading.

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending literary and nonfiction texts. in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation..

Strategy 1:

Close Reading of Literary and Nonfiction - The teacher will provide multiple opportunities to closely read literary and nonfiction text throughout the school day.

Category:

Research Cited: Edutopia (<http://www.edutopia.org/>), WHAT WORKS IN EDUCATION, 2014 The George Lucas Educational Foundation

Activity - Scaffolding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will scaffold students as needed during close reading of literary and nonfiction texts using ALEX resources.	Direct Instruction	08/08/2014	05/19/2017	\$0	No Funding Required	Classroom teachers, resource teachers

Activity - Second Grade Close Reading Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On September 18, 2014 the Literacy Coach facilitated a close reading workshop for the second grade teachers. The workshop began with a planning session involving all participants, with the Literacy Coach providing close reading resources. The Literacy Coach then demonstrated the lesson that was developed during the planning stage. Afterwards, the teachers and the Literacy Coach debriefed. At the end of the workshop, teachers were given time in the computer lab to use the Alabama Insight Tool and other web resources to find and develop close reading lesson plans.	Professional Learning	09/18/2014	09/18/2014	\$0	No Funding Required	The Literacy Coach and the second grade teachers

Activity - Close Reading in the Content Area	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALSDE regional support staff will assist the literacy coach in planning and implementing professional development on effective close reading strategies in the content area.	Professional Learning	09/01/2015	05/12/2017	\$0	No Funding Required	ALSDE Support Staff, The Literacy Coach

Goal 2: Kindergarten through fifth grade students will become proficient at knowing and applying grade-level phonics and word analysis skills in decoding words.

Measurable Objective 1:

A 2% increase of First, Second and Third grade students will demonstrate a proficiency in decoding and fluently reading grade-level multisyllable words in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation.

Strategy 1:

Fluent Grade-level Decoding - Teachers will increase independent student practice of decoding grade-level, multisyllabic words.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Activity - Volume of Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the amount of independent student reading through reader's workshop	Direct Instruction	08/08/2014	05/19/2017	\$0	No Funding Required	Classroom teachers and resource teachers

Goal 3: Students will become more proficient in grade level math foundations**Measurable Objective 1:**

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in basic grade-level mathematical operations and geometry in Mathematics by 05/19/2017 as measured by formative and summative assessments, and teacher observation.

Strategy 1:

Discourse - Students will engage in, understand and own grade-level mathematics foundational skills through discourse.

Category:

Research Cited: NCTM 1991

Activity - Student Discourse	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate daily in mathematical discussions, facilitated by the teacher, that include justifying their conclusions, responding to the arguments of others, and listening to the reasoning of others.	Direct Instruction	08/08/2014	05/19/2017	\$0	No Funding Required	Classroom teachers and resource teachers

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
Volume of Reading	Teachers will increase the amount of independent student reading through reader's workshop	Direct Instruction	08/08/2014	05/19/2017	\$0	Classroom teachers and resource teachers
Scaffolding	Teachers will scaffold students as needed during close reading of literary and nonfiction texts using ALEX resources.	Direct Instruction	08/08/2014	05/19/2017	\$0	Classroom teachers, resource teachers
Second Grade Close Reading Workshop	On September 18, 2014 the Literacy Coach facilitated a close reading workshop for the second grade teachers. The workshop began with a planning session involving all participants, with the Literacy Coach providing close reading resources. The Literacy Coach then demonstrated the lesson that was developed during the planning stage. Afterwards, the teachers and the Literacy Coach debriefed. At the end of the workshop, teachers were given time in the computer lab to use the Alabama Insight Tool and other web resources to find and develop close reading lesson plans.	Professional Learning	09/18/2014	09/18/2014	\$0	The Literacy Coach and the second grade teachers
Close Reading in the Content Area	ALSDE regional support staff will assist the literacy coach in planning and implementing professional development on effective close reading strategies in the content area.	Professional Learning	09/01/2015	05/12/2017	\$0	ALSDE Support Staff, The Literacy Coach
Student Discourse	Students will participate daily in mathematical discussions, facilitated by the teacher, that include justifying their conclusions, responding to the arguments of others, and listening to the reasoning of others.	Direct Instruction	08/08/2014	05/19/2017	\$0	Classroom teachers and resource teachers
Total					\$0	

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	A document showing the compiled results of the parent surveys as well as a summary of the results is attached.	Stakeholder Feedback Data Document 2016-2017

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Phil Campbell Elementary School conducted surveys for the staff, parents, and students. We were very pleased with the results of all of the surveys with our lowest score being a three on the staff survey. All other scores were four or above. Our overall highest level of satisfaction among all of our stakeholders were in indicators 1.1, 1.3, 2.1, 3.1, 3.6, 3.10, 4.4, and 5.4.

Indicator 1.1 states that our school engages in a systematic, inclusive, and comprehensive process to review, revise and communicate a school purpose for student success. All three of the student surveys indicate that the school purpose and expectations are clearly explained to them and their family. We feel we received high approval on this indicator because we work hard to communicate our school purpose to all stakeholders in multiple ways. Indicator 1.3 (The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning) is a strong focus for our school. Through careful analysis of data by all stakeholders, our plan is developed and revised with the end goal of helping all of our students achieve success.

Indicator 2.1 (The governing body establishes policies and support practices that ensure effective administration of the school) was high because of the well-thought-out policies and procedures established by our leadership and communicated clearly to all staff, parents, and students. Policy and procedure changes are quickly and effectively disclosed to all stakeholders through various means of communication.

Standard three concerns teacher effectiveness and students learning as a direct result of the school's curriculum, instructional design and assessment practices. Indicator 3.1 specifically relates that students are provided equitable and challenging learning experiences that ensure they are able to develop learning, thinking, and life skills that lead to success at the next level. Included in our curriculum are AMSTI (Alabama Math, Science, and Technology Initiative) and ARI (Alabama Reading Initiative). Both of these programs allow for challenging learning experiences for individual levels of ability. We also work hard to meet the requirements of ACCRS (Alabama College- and Career-Ready Standards) which are inherently challenging and equitable. Our professional development focus for the last year has been scaffolding and differentiating instruction. Indicator 3.6 states that teachers implement the school's instructional process in support of student learning. Teachers use such tools rubrics, exemplars, explicit modeling and instruction to make expectations clear to students. Formative and summative assessments are used to guide teaching and make curriculum changes as necessary. Scaffolding and differentiation strategies are used to meet the needs of students who are not making adequate gains. A partnership is formed between teachers, students, and parents through frequent communication and feedback about student learning and growth. As outlined in indicator 3.10, Phil Campbell Elementary teachers adhere to the policies and procedures for grading and reporting developed by our school. Stakeholders are made aware of these policies and procedures through school meetings, parent-teacher conferences, and school communications such as newsletters.

Phil Campbell Elementary School has one computer lab, three portable Chromebook labs, and are in the process of adding a portable iPad lab. Every teacher has a computer, a smart board or mobile smart board, and a document camera. Some classrooms employ the use of Clickers regularly. We have a media center that includes books and a small iPad lab. Programs such as Study Island, Pearson Realize, and Think Central, are used regularly in the classroom to meet the educational needs of our students. WiFi allows students and teachers access to a myriad of resources such as The Encyclopedia of Alabama, pbs.org, Kahoot, and Scholastic. All of these assets helped us to have a high level of satisfaction among stakeholders on indicator 4.4.

student learning, including readiness and success at the next level. Student data is examined during data meetings to determine the level of growth for all students. A plan is developed by each teacher with the help of resource teachers, the literacy coach, and the principal to help each student make optimal progress.

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

Because this is the first year we have given the Advanc-Ed surveys, we were unable to identify trends. However, we plan to continue to grow in our areas of strength and to dramatically improve in our areas of weakness. Our goal is to continually improve in all areas with the result that all stakeholders will be increasingly satisfied with our efforts to help all students achieve success.

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

During stakeholder meetings, community leaders and parents have expressed their appreciation of the process we go through regularly to ensure the improvement of school in helping students become college- and career-ready. This is consistent with the high rating on indicators 1.1 and 1.3. Indicator 3.6 was also noted as an area of achievement in our school through collaborative discussions that have taken place during data meetings about instructional processes that support student learning. The Title I Survey reports that 98% of parents understand their child's report cards and test scores. This is consistent with the findings on indicator 3.10. According to the technology survey, 94% of our staff agrees with the findings of the Advanc-Ed survey on indicator 4.4. According to our Title I Survey, 62% of parents are engaged in some way with our continuous process to determine improvement in student learning, including readiness and success at the next level. This is consistent with indicator 5.4.

Areas in Need of Improvement

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

Indicator 1.2 states that the school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. Sixth grade students rated us 3.39 on a 5 point scale for the question "All of my teachers change their teaching to meet my learning needs." While our school leadership and staff do share academic values and beliefs, we feel that we need to work harder to ensure that all students reach or exceed their potential. We are working to build our instructional practice in the areas of scaffolding and differentiation in order to meet the learning needs of all students.

Indicator 3.2 (Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice) was also an area of weakness for us. The weakness is in the vertical and horizontal alignment of our curriculum. We have been working on this weakness for the last two years through collaboration and professional development. Indicator 3.9 says that all students have an adult advocate in the school who knows them well and supports their educational experience. This was a weakness that stood out to our faculty as we completed the self assessment. Because we are a small, rural school and have regular data meetings, we do know our students well. However, the sixth grade student survey gave us a rating of 3.64 on a 5 point scale. We feel this is a communication problem. The staff also gave this a low rating because we do not have a formal system in place. Collaboration has already begun to develop a plan to make sure that students know they have at least one teacher who shows interest in their education and future.

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

May of 2016 was the first time we gave Advanc-Ed surveys. As a result of this, we are unable to clearly establish a trend toward decreasing stakeholder satisfaction or approval. We have given surveys yearly previous to this. However, the rating system was different as well as the questions. Also, the questions on our previous surveys were not tied to the standards outlined by Advanc-Ed. Because of this, we are unable to make a direct comparison. We will continue giving the Advanc-Ed surveys each spring.

What are the implications for these stakeholder perceptions?

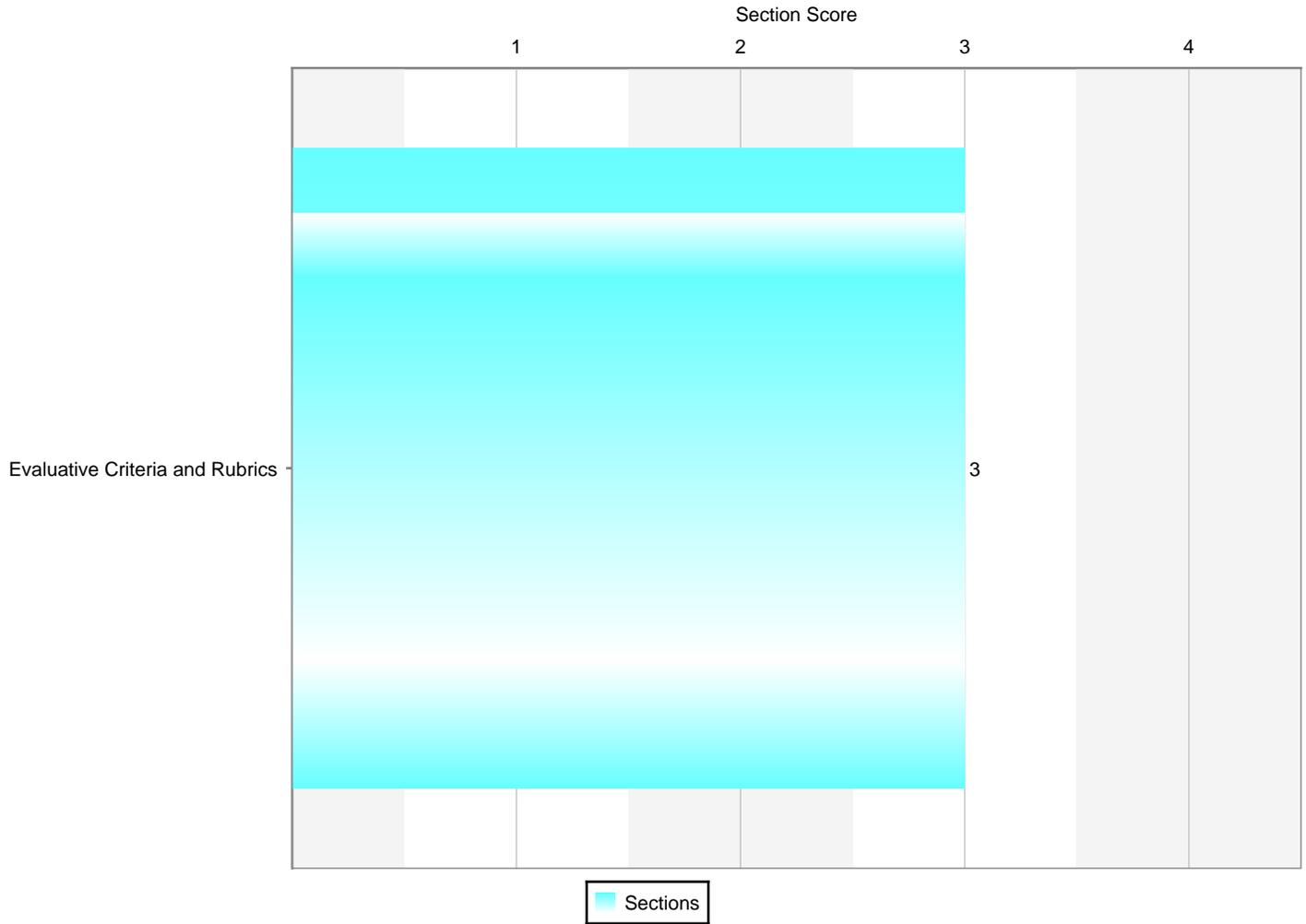
As a whole, our school is perceived in a positive way by all stakeholder groups. However, we always want to improve. Our lowest scores were found on the staff survey, which was a rating of three on indicator 3.9. This indicator was also one of our lowest ratings on the other surveys. Our goal is to meet the purpose of our school - to work together with all stakeholders to help every child at Phil Campbell Elementary develop a love of learning and achieve success in school as well as in a career. Having an adult advocate for each child as described in indicator 3.9 will be a great step towards that goal. We have a good foundation to build on, but we need to continue to grow in all areas.

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

These findings are consistent with parent feedback during parent meetings and parent conferences in reference to indicator 1.2. Discussion of data during data meetings that included our system curriculum coordinator, teachers, principal, and literacy coach brought our attention to gaps in mastery of standards between grade levels which is consistent with indicator 3.2.

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?

Every year school faculty meet to analyze school data. From this analysis, strengths and weaknesses are determined. A plan is developed accordingly. Parent input is obtained through surveys, parent meetings and communications such as notes, emails, and phone calls. A plan is developed based on this information. All stakeholders meet to review and add to this plan.

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

Parent input showed that parents feel that our curriculum is strong. They also feel that our process to ensure the improvement of our school in helping students become college and career ready is strong. Vertical and horizontal alignment of our curriculum is a weakness, however. Student performance data indicates a need to improve in the area of reading comprehension, phonics, and word analysis of multisyllabic words. Data also shows a weakness in foundational math skills. We are working to improve these areas through collaboration and professional development.

3. What conclusions were drawn from the results?

The results indicated a need for more communication across grade levels and subject areas to ensure that reading comprehension skills and strategies, phonics, and word analysis standards are taught to mastery for each grade level using common teaching strategies. We also determined a need for student discourse in order to deepen understanding of foundational math skills and take students to higher levels of thinking.

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

The overall perception of our school is positive. Our student data showed a need to vertically align our curriculum so that there are no gaps in the learning process. All programs and processes within our school need to be aligned to address these needs. The areas we need to improve on student growth are with our lowest achieving and highest achieving students.

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

Our goal for student achievement is for all students to make adequate progress towards grade-level standards according to the ACCRS. Our purpose is to provide a strong foundation for students in core subjects so they are prepared to become college and career ready by the end of high school. Our needs assessment showed a need for vertical and horizontal curriculum alignment, improving reading comprehension, increasing mastery of grade-level phonics and word analysis skills, and building foundational math knowledge. Improving in these areas will allow us to achieve our goal.

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

The following tools are used to develop goals and analyze student progress.

- ACT Aspire for summative and interim assessments.
- Scantron for math in kindergarten through second grade.
- Scantron for reading foundations in grade 2.
- DIBELS K-3 to assess reading.
- Pearson Realize to monitor progress throughout the year
- Teacher observation and anecdotal records for both math and reading
- Teacher-created tests
- Go Math assessments

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

We test every child based on their documented abilities. We look at every child's data and create a plan based on individual achievement to help him or her move forward with our end goals in mind.

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:

All students at Phil Campbell Elementary will make adequate progress in reading.

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending literary and nonfiction texts. in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation..

Strategy1:

Close Reading of Literary and Nonfiction - The teacher will provide multiple opportunities to closely read literary and nonfiction text throughout the school day.

Category:

Research Cited: Edutopia (<http://www.edutopia.org/>), WHAT WORKS IN EDUCATION, 2014 The George Lucas Educational Foundation

Activity - Close Reading in the Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE regional support staff will assist the literacy coach in planning and implementing professional development on effective close reading strategies in the content area.	Professional Learning	09/01/2015	05/12/2017	\$0 - No Funding Required	ALSDE Support Staff, The Literacy Coach

Activity - Second Grade Close Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On September 18, 2014 the Literacy Coach facilitated a close reading workshop for the second grade teachers. The workshop began with a planning session involving all participants, with the Literacy Coach providing close reading resources. The Literacy Coach then demonstrated the lesson that was developed during the planning stage. Afterwards, the teachers and the Literacy Coach debriefed. At the end of the workshop, teachers were given time in the computer lab to use the Alabama Insight Tool and other web resources to find and develop close reading lesson plans.	Professional Learning	09/18/2014	09/18/2014	\$0 - No Funding Required	The Literacy Coach and the second grade teachers

ACIP

Phil Campbell Elementary School

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will scaffold students as needed during close reading of literary and nonfiction texts using ALEX resources.	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers, resource teachers

Goal 2:

Students will become more proficient in grade level math foundations

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in basic grade-level mathematical operations and geometry in Mathematics by 05/19/2017 as measured by formative and summative assessments, and teacher observation.

Strategy1:

Discourse - Students will engage in, understand and own grade-level mathematics foundational skills through discourse.

Category:

Research Cited: NCTM 1991

Activity - Student Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in mathematical discussions, facilitated by the teacher, that include justifying their conclusions, responding to the arguments of others, and listening to the reasoning of others.	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

Goal 3:

Kindergarten through fifth grade students will become proficient at knowing and applying grade-level phonics and word analysis skills in decoding words.

Measurable Objective 1:

A 2% increase of First, Second and Third grade students will demonstrate a proficiency in decoding and fluently reading grade-level multisyllable words in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation.

Strategy1:

Fluent Grade-level Decoding - Teachers will increase independent student practice of decoding grade-level, multisyllabic words.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Activity - Volume of Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the amount of independent student reading through reader's workshop	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

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

Goal 1:

All students at Phil Campbell Elementary will make adequate progress in reading.

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending literary and nonfiction texts. in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation..

Strategy1:

Close Reading of Literary and Nonfiction - The teacher will provide multiple opportunities to closely read literary and nonfiction text throughout the school day.

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ALSDE regional support staff will assist the literacy coach in planning and implementing professional development on effective close reading strategies in the content area.	Professional Learning	09/01/2015	05/12/2017	\$0 - No Funding Required	ALSDE Support Staff, The Literacy Coach

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ACIP

Phil Campbell Elementary School

Activity - Second Grade Close Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Goal 2:

Kindergarten through fifth grade students will become proficient at knowing and applying grade-level phonics and word analysis skills in decoding words.

Measurable Objective 1:

A 2% increase of First, Second and Third grade students will demonstrate a proficiency in decoding and fluently reading grade-level multisyllable words in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation.

Strategy1:

Fluent Grade-level Decoding - Teachers will increase independent student practice of decoding grade-level, multisyllabic words.

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Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Activity - Volume of Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the amount of independent student reading through reader's workshop	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

Goal 3:

Students will become more proficient in grade level math foundations

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in basic grade-level mathematical operations and geometry in Mathematics by 05/19/2017 as measured by formative and summative assessments, and teacher observation.

Strategy1:

Discourse - Students will engage in, understand and own grade-level mathematics foundational skills through discourse.

Category:

Research Cited: NCTM 1991

Activity - Student Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in mathematical discussions, facilitated by the teacher, that include justifying their conclusions, responding to the arguments of others, and listening to the reasoning of others.	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

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

Goal 1:

All students at Phil Campbell Elementary will make adequate progress in reading.

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending literary and nonfiction texts. in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation..

Strategy1:

Close Reading of Literary and Nonfiction - The teacher will provide multiple opportunities to closely read literary and nonfiction text throughout the school day.

Category:

Research Cited: Edutopia (<http://www.edutopia.org/>), WHAT WORKS IN EDUCATION, 2014 The George Lucas Educational Foundation

Activity - Close Reading in the Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE regional support staff will assist the literacy coach in planning and implementing professional development on effective close reading strategies in the content area.	Professional Learning	09/01/2015	05/12/2017	\$0 - No Funding Required	ALSDE Support Staff, The Literacy Coach

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Phil Campbell Elementary School

Activity - Second Grade Close Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On September 18, 2014 the Literacy Coach facilitated a close reading workshop for the second grade teachers. The workshop began with a planning session involving all participants, with the Literacy Coach providing close reading resources. The Literacy Coach then demonstrated the lesson that was developed during the planning stage. Afterwards, the teachers and the Literacy Coach debriefed. At the end of the workshop, teachers were given time in the computer lab to use the Alabama Insight Tool and other web resources to find and develop close reading lesson plans.	Professional Learning	09/18/2014	09/18/2014	\$0 - No Funding Required	The Literacy Coach and the second grade teachers

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will scaffold students as needed during close reading of literary and nonfiction texts using ALEX resources.	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers, resource teachers

Goal 2:

Students will become more proficient in grade level math foundations

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in basic grade-level mathematical operations and geometry in Mathematics by 05/19/2017 as measured by formative and summative assessments, and teacher observation.

Strategy1:

Discourse - Students will engage in, understand and own grade-level mathematics foundational skills through discourse.

Category:

Research Cited: NCTM 1991

Activity - Student Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in mathematical discussions, facilitated by the teacher, that include justifying their conclusions, responding to the arguments of others, and listening to the reasoning of others.	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

Goal 3:

Kindergarten through fifth grade students will become proficient at knowing and applying grade-level phonics and word analysis skills in decoding words.

Measurable Objective 1:

A 2% increase of First, Second and Third grade students will demonstrate a proficiency in decoding and fluently reading grade-level multisyllable words in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation.

Strategy1:

Fluent Grade-level Decoding - Teachers will increase independent student practice of decoding grade-level, multisyllabic words.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Activity - Volume of Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the amount of independent student reading through reader's workshop	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

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

All students at Phil Campbell Elementary will make adequate progress in reading.

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending literary and nonfiction texts. in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation..

Strategy1:

Close Reading of Literary and Nonfiction - The teacher will provide multiple opportunities to closely read literary and nonfiction text throughout the school day.

Category:

Research Cited: Edutopia (<http://www.edutopia.org/>), WHAT WORKS IN EDUCATION, 2014 The George Lucas Educational Foundation

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will scaffold students as needed during close reading of literary and nonfiction texts using ALEX resources.	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers, resource teachers

Activity - Second Grade Close Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On September 18, 2014 the Literacy Coach facilitated a close reading workshop for the second grade teachers. The workshop began with a planning session involving all participants, with the Literacy Coach providing close reading resources. The Literacy Coach then demonstrated the lesson that was developed during the planning stage. Afterwards, the teachers and the Literacy Coach debriefed. At the end of the workshop, teachers were given time in the computer lab to use the Alabama Insight Tool and other web resources to find and develop close reading lesson plans.	Professional Learning	09/18/2014	09/18/2014	\$0 - No Funding Required	The Literacy Coach and the second grade teachers

Activity - Close Reading in the Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE regional support staff will assist the literacy coach in planning and implementing professional development on effective close reading strategies in the content area.	Professional Learning	09/01/2015	05/12/2017	\$0 - No Funding Required	ALSDE Support Staff, The Literacy Coach

Goal 2:

Students will become more proficient in grade level math foundations

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in basic grade-level mathematical operations and geometry in Mathematics by 05/19/2017 as measured by formative and summative assessments, and teacher observation.

Strategy1:

Discourse - Students will engage in, understand and own grade-level mathematics foundational skills through discourse.

Category:

Research Cited: NCTM 1991

Activity - Student Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in mathematical discussions, facilitated by the teacher, that include justifying their conclusions, responding to the arguments of others, and listening to the reasoning of others.	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

Goal 3:

Kindergarten through fifth grade students will become proficient at knowing and applying grade-level phonics and word analysis skills in decoding words.

Measurable Objective 1:

A 2% increase of First, Second and Third grade students will demonstrate a proficiency in decoding and fluently reading grade-level multisyllable words in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation.

Strategy1:

Fluent Grade-level Decoding - Teachers will increase independent student practice of decoding grade-level, multisyllabic words.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Activity - Volume of Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the amount of independent student reading through reader's workshop	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

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

Goal 1:

All students at Phil Campbell Elementary will make adequate progress in reading.

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending literary and nonfiction texts. in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation..

Strategy1:

Close Reading of Literary and Nonfiction - The teacher will provide multiple opportunities to closely read literary and nonfiction text throughout the school day.

Category:

Research Cited: Edutopia (<http://www.edutopia.org/>), WHAT WORKS IN EDUCATION, 2014 The George Lucas Educational Foundation

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Activity - Close Reading in the Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE regional support staff will assist the literacy coach in planning and implementing professional development on effective close reading strategies in the content area.	Professional Learning	09/01/2015	05/12/2017	\$0 - No Funding Required	ALSDE Support Staff, The Literacy Coach

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will scaffold students as needed during close reading of literary and nonfiction texts using ALEX resources.	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers, resource teachers

Activity - Second Grade Close Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On September 18, 2014 the Literacy Coach facilitated a close reading workshop for the second grade teachers. The workshop began with a planning session involving all participants, with the Literacy Coach providing close reading resources. The Literacy Coach then demonstrated the lesson that was developed during the planning stage. Afterwards, the teachers and the Literacy Coach debriefed. At the end of the workshop, teachers were given time in the computer lab to use the Alabama Insight Tool and other web resources to find and develop close reading lesson plans.	Professional Learning	09/18/2014	09/18/2014	\$0 - No Funding Required	The Literacy Coach and the second grade teachers

Goal 2:

Students will become more proficient in grade level math foundations

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in basic grade-level mathematical operations and geometry in Mathematics by 05/19/2017 as measured by formative and summative assessments, and teacher observation.

Strategy1:

Discourse - Students will engage in, understand and own grade-level mathematics foundational skills through discourse.

Category:

Research Cited: NCTM 1991

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Phil Campbell Elementary School

Activity - Student Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in mathematical discussions, facilitated by the teacher, that include justifying their conclusions, responding to the arguments of others, and listening to the reasoning of others.	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

Goal 3:

Kindergarten through fifth grade students will become proficient at knowing and applying grade-level phonics and word analysis skills in decoding words.

Measurable Objective 1:

A 2% increase of First, Second and Third grade students will demonstrate a proficiency in decoding and fluently reading grade-level multisyllable words in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation.

Strategy1:

Fluent Grade-level Decoding - Teachers will increase independent student practice of decoding grade-level, multisyllabic words.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Activity - Volume of Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the amount of independent student reading through reader's workshop	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

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

All students at Phil Campbell Elementary will make adequate progress in reading.

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending literary and nonfiction texts. in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation..

Strategy1:

SY 2016-2017

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Phil Campbell Elementary School

Close Reading of Literary and Nonfiction - The teacher will provide multiple opportunities to closely read literary and nonfiction text throughout the school day.

Category:

Research Cited: Edutopia (<http://www.edutopia.org/>), WHAT WORKS IN EDUCATION, 2014 The George Lucas Educational Foundation

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will scaffold students as needed during close reading of literary and nonfiction texts using ALEX resources.	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers, resource teachers

Activity - Close Reading in the Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE regional support staff will assist the literacy coach in planning and implementing professional development on effective close reading strategies in the content area.	Professional Learning	09/01/2015	05/12/2017	\$0 - No Funding Required	ALSDE Support Staff, The Literacy Coach

Activity - Second Grade Close Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On September 18, 2014 the Literacy Coach facilitated a close reading workshop for the second grade teachers. The workshop began with a planning session involving all participants, with the Literacy Coach providing close reading resources. The Literacy Coach then demonstrated the lesson that was developed during the planning stage. Afterwards, the teachers and the Literacy Coach debriefed. At the end of the workshop, teachers were given time in the computer lab to use the Alabama Insight Tool and other web resources to find and develop close reading lesson plans.	Professional Learning	09/18/2014	09/18/2014	\$0 - No Funding Required	The Literacy Coach and the second grade teachers

Goal 2:

Students will become more proficient in grade level math foundations

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in basic grade-level mathematical operations and geometry in Mathematics by 05/19/2017 as measured by formative and summative assessments, and teacher observation.

Strategy1:

Discourse - Students will engage in, understand and own grade-level mathematics foundational skills through discourse.

Category:

Research Cited: NCTM 1991

SY 2016-2017

Activity - Student Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in mathematical discussions, facilitated by the teacher, that include justifying their conclusions, responding to the arguments of others, and listening to the reasoning of others.	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

Goal 3:

Kindergarten through fifth grade students will become proficient at knowing and applying grade-level phonics and word analysis skills in decoding words.

Measurable Objective 1:

A 2% increase of First, Second and Third grade students will demonstrate a proficiency in decoding and fluently reading grade-level multisyllable words in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation.

Strategy1:

Fluent Grade-level Decoding - Teachers will increase independent student practice of decoding grade-level, multisyllabic words.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Activity - Explicit Reading Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers at Phil Campbell Elementary will participate in on-site, job-embedded learning labs to become proficient in delivering explicit, research-based reading lessons including phonics, fluency, vocabulary, and comprehension.	Professional Learning	08/08/2016	05/24/2017	\$0 - No Funding Required	Principal, Literacy Coach, and Lead Teachers

Activity - Volume of Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the amount of independent student reading through reader's workshop	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

Goal 4:

Phil Campbell Elementary's goal is to improve students' self esteem, character and leadership skills to help them learn to make good decisions and prepare for high school academic and social challenges.

Measurable Objective 1:

80% of Fourth, Fifth and Sixth grade students will demonstrate a behavior as demonstrated in knowledge and skills pertaining to leadership

and self-esteem in Art & Humanities by 05/20/2016 as measured by a pre and post self-esteem survey completed by fourth, fifth, and sixth grade students, student participation, and discipline referrals.

Strategy1:

Building Bobcats - We plan to offer opportunities for fourth, fifth, and sixth grade students to participate in clubs and organizations such as 4-H, Ambassadors, art, music, elementary band, and other clubs and organizations based on student interests. Art and music will be offered on a weekly basis. Elementary band is offered daily under the direction of our high school band director. Other clubs and organizations will be offered after school or monthly on club day.

Category:

Research Cited: Ruppert, Sandra S. (2005). Critical Evidence: How the Arts Benefit Student Achievement. Washington, DC: National Assembly of State Arts Agencies

Activity - Art and Music	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students participate in art to equal one semester of classes. Music classes are offered by choice two days per week after school throughout the school year.	Other - Arts and Humanities	09/01/2015	05/20/2016	\$25000 - Other	Michelle Marbutt, Lauren Clark, Jessica Peppers, Ashley Miller

Activity - Ambassadors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be chosen to be an ambassador based on grades, attendance, behavior, and teacher recommendation. They will participate in leadership roles and as representatives of our school at school related events.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Tracy Swinney, Laura Voyles, Jackie Ergle

Activity - Clubs and Organizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various clubs have been formed based on student interests and needs. These clubs include 4-H, Bobcat Book Club, Art Club, and Music Club. A Bobcat Civitan Club has been created for at-risk students. More clubs will be created as interests are discovered.	Extra Curricular	09/17/2015	05/13/2016	\$0 - No Funding Required	Phil Campbell Elementary Staff

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

Goal 1:

All students at Phil Campbell Elementary will make adequate progress in reading.

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%,

White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending literary and nonfiction texts. in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation..

Strategy1:

Close Reading of Literary and Nonfiction - The teacher will provide multiple opportunities to closely read literary and nonfiction text throughout the school day.

Category:

Research Cited: Edutopia (<http://www.edutopia.org/>), WHAT WORKS IN EDUCATION, 2014 The George Lucas Educational Foundation

Activity - Second Grade Close Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On September 18, 2014 the Literacy Coach facilitated a close reading workshop for the second grade teachers. The workshop began with a planning session involving all participants, with the Literacy Coach providing close reading resources. The Literacy Coach then demonstrated the lesson that was developed during the planning stage. Afterwards, the teachers and the Literacy Coach debriefed. At the end of the workshop, teachers were given time in the computer lab to use the Alabama Insight Tool and other web resources to find and develop close reading lesson plans.	Professional Learning	09/18/2014	09/18/2014	\$0 - No Funding Required	The Literacy Coach and the second grade teachers

Activity - Close Reading in the Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE regional support staff will assist the literacy coach in planning and implementing professional development on effective close reading strategies in the content area.	Professional Learning	09/01/2015	05/12/2017	\$0 - No Funding Required	ALSDE Support Staff, The Literacy Coach

Activity - Scaffolding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will scaffold students as needed during close reading of literary and nonfiction texts using ALEX resources.	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers, resource teachers

Goal 2:

Students will become more proficient in grade level math foundations

Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in basic grade-level mathematical operations and geometry in Mathematics by 05/19/2017 as measured by formative and summative assessments, SY 2016-2017

and teacher observation.

Strategy1:

Discourse - Students will engage in, understand and own grade-level mathematics foundational skills through discourse.

Category:

Research Cited: NCTM 1991

Activity - Student Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in mathematical discussions, facilitated by the teacher, that include justifying their conclusions, responding to the arguments of others, and listening to the reasoning of others.	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

Goal 3:

Kindergarten through fifth grade students will become proficient at knowing and applying grade-level phonics and word analysis skills in decoding words.

Measurable Objective 1:

A 2% increase of First, Second and Third grade students will demonstrate a proficiency in decoding and fluently reading grade-level multisyllable words in Reading by 05/19/2017 as measured by formative and summative assessments and teacher observation.

Strategy1:

Fluent Grade-level Decoding - Teachers will increase independent student practice of decoding grade-level, multisyllabic words.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read (National Institute for Literacy) September 2001

Activity - Volume of Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the amount of independent student reading through reader's workshop	Direct Instruction	08/08/2014	05/19/2017	\$0 - No Funding Required	Classroom teachers and resource teachers

Component 3: Instruction by Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All of our instructional personnel are properly certified, highly qualified and teaching in field according to our LEAPS report.	Highly Qualified Teachers

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

Applicants for posted openings must provide proof of being highly qualified at the time of application. Individuals must be highly qualified to be considered for a position at Phil Campbell Elementary. Applicants are interviewed, references are contacted, and decisions are made based on knowledge of research based strategies and individual experience in the academic area of need. Teachers develop lessons based on Alabama College- and Career-Ready Standards to address the academic needs of our students. Formative and summative assessments are used to monitor progress and drive instruction.

The LEA and schools work with individuals to determine if there are areas in which additional training or certification are needed to meet student needs and if they are willing to pursue degrees or certification in these fields. The LEA and the schools work with individuals who request transfers or modifications in their assignments if it is deemed to be in the best interests of the students. Individual teacher's class performance on state assessments is tracked from test-to-test to identify individuals whose students consistently score above or below average. The school administrators work with low performing teachers and provide professional development or other measures to help them improve their instructional program. High performing teachers may be offered opportunities to increase their leadership skills or to work with other groups of students in an effort to effectively meet student need.

Component 4: Strategies to Attract Qualified Teachers

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

One out of 32 teachers retired in the spring of 2016 and two new teaches were added to our staff.

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

Forty-one percent of our teachers have a Master's Degree, 59% have a Bachelor's Degree, and one has an Education Specialist Degree. Forty-four percent of our faculty have twenty or more years of experience. Thirty-eight percent have ten to nineteen years of experience. Sixteen percent have five to nine years of experience leaving two percent with four years or less experience.

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

At this time we have a very low turnover rate so no action is needed on this issue. The LEA has retained more than 90% of the 2015-2016 staff. Because of this, we have not had to implement any initiatives to lower the turnover rate.

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?

Professional development training activities provided by the LEA and school are based on the Alabama Standards for Professional Development, data from needs assessments, discussions with faculty and from the Educate Alabama PLP's developed annually by instructional personnel. Activities and programs provided also include state mandates. We focus on providing high quality ongoing activities that may directly impact student performance. From our needs assessment, we are also addressing specific strategies that are targeted towards meeting the needs of low performing students. This year we are focusing on teaching explicit, research-based phonics and word analysis, fluency, and comprehension lessons. Teachers were provided training in student discourse in math two years ago. This year we will follow up on that training through principal walk-throughs, student data, and teacher feedback. We also provide training in school safety, reporting child abuse and prevention of bullying. These professional development opportunities are provided in small-group settings and with individual teachers within the classroom following the coaching cycle. Teachers are encouraged to participate in the SDE's e-learning courses, activities provided through the University of north Alabama Inservice Center and other area, regional, and state level educational agencies. AMSTI, ARI and STEM training opportunities are provided to appropriate staff. Professional development is also an integral part of the 21st Century Learning Center After School and summer program as well as a major component of the special education program, ELL program and at-risk program. This year we are training teachers in research-based, explicit reading lessons through the coaching cycle.

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

Since adopting the Alabama College- and Career-Ready Standards, the State Department of Education has presented regional training to equip teachers help students become proficient. The leadership team from our school attended these sessions. The team then did turn-around training for our school faculty. This year the regional and school reading specialist is providing professional development to support teacher growth in best teaching practices. Our local LEA provides additional professional development to meet the varied needs of individual teachers including how to use technology in the classroom. The Franklin County Special Education Coordinator also provides training for our paraprofessionals and resource teachers. parents are provided training through Parent Expo, parent meetings, informational newsletters, and teacher/parent conferences. The LEA and school offers professional development inservice training throughout the school year in order to provide additional training opportunities for our staff. We try to schedule activities during the school day and provide substitutes for participants where funding and convenience allows. All staff members are trained on new instructional programs and technology. We work with other schools and LEAS to offer training in conjunction to help defray the costs. We work with all departments to coordinate training activities among the faculty. Faculty members may request professional leave if they wish to attend regional or state level conferences or other activities. Our personnel complete the required professional development training offered through their programs and for renewal of certification. Parents are invited to participate in appropriate activities provided at the LEA and school level. ARI regional staff is providing professional development opportunities for coaching, conducting learning labs within the school setting, co-teaching, and explicit, research-based reading lessons.

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.

The Franklin County LEA provides training for all new teachers at the beginning of the school year. Our principal also meets with newly hired teachers to familiarize them with instructional expectations such as teaching the standards to mastery. The literacy coach follows the coaching cycle throughout the year with new teachers to help them develop lesson plans that meet the individual needs of their students and to implement research-based instructional practices. More experienced grade-level teachers meet throughout the year with new or inexperienced teachers to discuss questions they have, to plan lessons together, and to help them understand how to implement research-based strategies. New teachers or teachers who have been identified as low performing are often teamed with more seasoned educators who act as mentors. Our teachers are also invited to participate in special programs which pair them with teachers to participate in leadership and training activities that will increase their skills and knowledge. Teachers are often provided to participate in teacher led activities and training and they participate in book studies on topics of interest. New teachers are oriented about the LEA, requirements, policies related to the employment, opportunities for professional development, etc. through discussions, meetings with administrators, referrals to other educational agencies, online professional development activities and other assignments.

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

Professional development is provided at the beginning of the year based on data from the previous year. Teachers are allowed time to integrate these strategies and skills into their classroom. Data is then collected to determine next steps in professional development. Additional professional development is provided for the staff as a whole or individually based on need. Professional development is provided by grade level, across content areas, subject areas, and across grade levels. Individuals who participate in professional development activities outside the school or system are asked to return and provide an overview/training for their peers to share the knowledge they have gained. The school provides professional development targeting specific goals over the entire school year to improve student performance. We also choose long range goals that may take more than one school year to accomplish.

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.

We have had several professional development sessions to vertically align our curriculum. This training has included teaching grade level standards to mastery to prepare the students for the next grade. It also included using common language and connecting new terminology to previously used terminology. Formative and summative assessments are given throughout the year to determine how students are progressing and to develop next steps to prepare them for the next level. At the end of the year, our guidance counselor takes the sixth grade students to the high school for a tour of the school and to meet the teachers. Students and parents participate in school orientation programs each year to acquaint them with the school and programs available. Pre-Kindergarten and kindergarten students visit the school prior to enrollment to meet their teachers and learn about what they will be doing. Since all grades are located within a small campus, there is little need to do grade-to-grade orientation. Sixth graders who will be attending high school on a different but adjoining campus are provided several opportunities to visit the high school and learn about the departments and campus. Parents are invited to visit the school often and participate in nine-week Pride Assemblies in which student accomplishments are recognized. Prospective students and parents are given tours of the campus. New students are assigned a peer buddy which will guide them the first few days of class. At the end of each school year, teachers work together to prepare students for the next grade by introducing them to the teachers, curriculum and programs offered at that level.

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?

At the beginning of the school year, during our in-service days, teachers meet to analyze our statewide academic assessments. We look at the data schoolwide to determine strengths and weaknesses for the whole school. We then break this down to individual grade levels. From this information, teachers work together to form a plan to address weaknesses and to reflect on the strengths shown. Teachers share with each other what strategies worked and what did not. Teachers then problem-solve together to adapt strategies to make them work or to suggest new ones. Data meetings and professional development opportunities are held throughout the year to continue this process. Implementation of plans for improvement are closely monitored and grade level/subject area meetings frequently held to monitor progress, look at benchmarks and make sure we are addressing needs throughout the school year. Web-based instructional/remedial program Study Island provides weekly data on student performance as does the Go Math instructional Program. Teachers examine this data to identify students who may need additional teaching, remediation or tutoring on the skills they are studying. Scantron testing, Pearson reading assessments also offer frequent feedback and data on the performance levels and improvements of students. Teachers work closely with each other and the school's administrators to examine, discuss and monitor student performance issues. Teachers provide input, suggestions and ideas for strategies targeting low performing students. Teachers also make changes in their curriculum when necessary to improve student achievement.

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?

State assessment results are tracked from test-to-test to determine if students are making adequate progress towards meeting the state's challenging student performance standards and to identify skills in which students are consistently performing below average. Teachers work to provide additional instruction and remediation in these skills in the regular instructional program. The state level student assessment data is also tracked from test-to-test to identify students who are performing below average. Plans are made and implemented to help these students improve the specific skills in which they are struggling to master. Additional instruction, extended learning time, remediation and tutoring are provided to help these students improve their core academic performance. Low performing students who qualify are provided additional support through the special education and ELL programs. Formative and summative assessments are used in the classroom to determine proficiency and monitor student progress. Benchmarks, progress monitoring and classroom assessment help teachers identify skills they may need to re-teach and students who may need remediation. These assessments include teacher observation, teacher-made tests, textbook program tests, unit tests in reading and math, Go Math progress monitoring, Pearson Reading basal program assessments, Study Island web-based instruction program assessments, and student products. Low performing students are encouraged to participate in the After school and summer tutoring and learning program. Tutors work with low performing students to help them improve core academic skills. ELL personnel work with students to help them improve their core academic skills and their English Language acquisition skills.

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?

Students who are performing at or above grade level continue with core instruction. Students who perform below grade level are referred to the RTI (Response to Instruction) Team to plan instructional strategies to accelerate their learning. Special education teachers, classroom teachers and parents work together to develop IEP'S (individual education plans) for students with special needs. The school nurse is included in these meetings when appropriate. A 504 plan is developed for students who are identified with problems not severe enough to qualify for an IEP but need accommodations to be successful. The Alabama Course of Study is used to scaffold instruction as needed. The instructional program focuses on Alabama College- and Career-Ready Standards. Based on these plans, needs are met through Tier I, Tier II and Tier III instruction. Tutoring is also provided in some grade levels during school time and in our after-school program. All three tiers of instruction and tutoring provide research-based instruction to meet the needs of individual students. Student progress is closely monitored throughout the school year. When benchmark testing, unit tests and progress monitoring indicate a need, remediation or tutoring is offered at that point on those specific skills in order to meet need in a timely manner. Pre-tests are given several times a year and data used to target specific state assessment skills areas.

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

Differentiated instruction is provided through small group instruction, centers, individual conferencing, and peer tutoring. Multisensory instructional strategies are built into lessons to increase learning. Other methods used to differentiate instruction are collaborative groups,

partner talk, conferencing, Literacy Flipbook Strategies, graphic organizers, enrichment activities, and RTI activities. Teachers plan for differentiated instruction using the Curriculum Guide provided by the Alabama State Department of Education, teacher guides, the Alabama Insight Tool, ELL resources, teacher collaboration, and online resources. Technology programs, such as Fast forward and Study Island, are also used to address individual student needs. Gifted students, special needs students, ELL students and other student subgroups' needs are met through the personnel and resources of those programs. Prekindergarten and kindergarten students are served by programs for them. The After school program helps low performing students with homework, remediation and tutoring as well as providing activities and programs for above average students.

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.

Phil Campbell Elementary School offers a 21st Century After School and Summer Program. This program provides homework help, tutoring, enrichment activities, parenting workshops. They continue this program during the summer focusing on academics as well as cultural experiences through field trips. We provide opportunities after school for students to participate in performing arts activities that connect to academic success. Student ambassadors program provides opportunities for students to develop leadership skills. Grants provide additional after school and summer activities. Performing arts program provided through a grant meets the needs of student through after school activities. Our students are also involved in bobcat Jr. Civitan Club, 4-H, a beautification club, book club, art club, music club and other programs which foster student leadership and academic skills. Fifth and sixth grades are invited to participate in the Phil Campbell High School band program. Students are invited to participate in various sports activities offered through the school and community agencies. Local churches support the instructional program by providing food for needy children for the weekend, school supplies, clothing and gifts for Christmas.

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.

Teachers become aware and stay informed about the needs of students specific to our Migrant, ELL students, Economically Disadvantaged, Special Education, Neglected and/or delinquent, and Homeless Students through parents, classroom observation, and outside agencies. Professional development activities are provided through the LEA and school to train teachers to work effectively with these student subgroups. Once these students are identified, appropriate services are offered to them and their families. Our school provides free breakfast and lunch for all students to meet their nutritional needs throughout the day. Local churches provide weekend snacks for families who need it. Local churches and individuals provide hygiene items, Christmas gifts, clothes, and school supplies. We have a school nurse on staff five days a week to provide nursing care and referrals to outside agencies as needed. Counseling services are also provided through Healing Hearts, Riverbend, and our local counselor. Special needs students who qualify also are given help through an occupational therapist, physical therapist, and speech services. ELL students and their families receive help from teachers, an ELL paraprofessional, and our county ELL coordinator.

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?

We coordinate all of our programs, within the school day as well as beyond, with the Alabama College- and Career-Ready Standards, state and federal guidelines, and coordination with the classroom teachers. All resources are coordinated where possible to work together to achieve our goals. Funds, personnel, equipment and other resources are used to provide, enhance and supplement the school's program. Title I provides personnel, equipment, technology, professional development and supplemental instructional resources to enhance the regular instructional program. Title II provides class size reduction teacher units to reduce the student/teacher ratio in critical needs areas, Title III ELL program provides personnel, resources and professional development to enhance the regular instructional program. The 21st Century Learning Center After school and summer program provided extended day learning activities, personnel and resources for students. Grants provide instructional resources, technology and programs which would not be available in the absence of these funds. School nurses program meets the health needs of students and service chronically ill students to help them be at school as much as possible. Special education program funds serve the students who qualify. Child Nutrition Program funds provide breakfast and lunch for all students. All the LEA and school's state foundation and supplemental programs resources are used to impact our student achievement goals and objectives and to enhance the curriculum and programs provided by the school.

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

All funding is targeted towards improving student performance. State, federal and local funds provide personnel, instructional equipment, materials and resources as well as professional development for our staff. Title I program funds are coordinated with foundation funds to offer additional teacher units, technology, equipment and instructional resources to supplemental the regular instructional program. Funds for special needs students, Title 3 ELL students and other specific student subgroups also enhance and supplement the programs provided through other funding sources. Grant funds also supplement the regular program and provide programs, resources, professional development and personnel in addition to what other funding supports. Title 2, Class size reduction teacher units allow use to meet student needs by lowering student teacher ratios in critical needs areas. The 21st Century After School and summer program offers services for students and parent involvement activities. The LEA provides supplemental services which are coordinated with all programs including - instructional personnel, paraprofessionals, 504 and at-risk services, student health services and others which support the instructional program. All schools participate in the Child Nutrition Program free breakfast and lunch program which serves all students. The pre-school special needs program and Pre-Kindergarten programs are coordinated with the regular program also. School administrators, counselors, nurses, librarians, etc. work with all students who are enrolled. Child Nutrition Program provides breakfast and lunches for all students. School nurses programs meets student health needs. All programs share personnel, facilities, equipment and resources where allowable. Instructional staff and administrators participate in high-quality ongoing professional development activities targeting school improvement and the Educate AL PLP's are used to determine areas for improving our instructional program. The school is using a state performing arts grant to expand the curriculum to include art and music activities for the students. This is a program we hope will have many benefits for our students

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

Start, adult education, vocational and technical education, and job training.

Our school provides violence prevention through our counseling program in the form of Red Ribbon Week, Character Counts Program, and the Stop Bullying Program. We provide professional development activities to train staff on school safety, anti bullying and child abuse reporting as mandated by the state. Our school counselor also conducts monthly lessons with each class that help children in the areas of building character, anti-bullying, and skills for success. Our school provides free breakfast and lunch for all students to meet their nutritional needs during the day. Local churches provide weekend snacks for families who need them. Our 21st Century After School Program and our Parent Expo give parents information about adult education opportunities offered by Northwest Shoals Community College in Phil Campbell. Local church organizations also help provide housing needs, supplies, food, and clothing to families in need. The Department of Human Resources provide assistance with basic needs for child, family, and environment. Parents who do not hold a high school diploma are encouraged to participate in adult education classes provided through Northwest-Shoals Community College. Our elementary level students do not need vocational, technical education and job training although we do provide career awareness activities in which they explore possible careers and college opportunities are explored through visits to area colleges.

Component 10: Evaluation

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

We evaluate the implementation of the schoolwide program throughout the year with surveys as well as formative and summative assessments. The instructional program is regularly monitored through walk-throughs by the administrators. The ACIP is reviewed at least monthly to determine if there are changes needed due to additional data or program changes. We monitor student performance through continuous assessments in the classroom associated with the basal reading and math programs. We also discuss the SW program frequently during planning meetings, school leadership team meetings, grade level meetings, needs assessments, parent meetings and surveys and other means of gathering input. Student assessment performance is tracked from year-to-year to determine if our goals and strategies may have resulted in a positive impact on student performance. LEA and schools look at student enrollment and staffing issues as well as instructional resource needs when planning the SW budget and in providing resources needed to meet goals. Parents complete surveys, needs assessments and serve on appropriate school committees to provide input. The school and LEA evaluate the effectiveness of each schoolwide program annually and report on the findings to stakeholders at the annual parents meeting and other meetings for stakeholders. Components of the program which do not seem to be making a positive impact on student performance are examined, deleted or changed to make them more effective. Critical areas of need are identified and implemented to make the program more effective.

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?

We used data from the State's annual assessments and other indicators to identify strengths and weaknesses in our schoolwide program to make necessary adjustments to reach our goals. We evaluate the implementation of the schoolwide program throughout the year with surveys as well as formative and summative assessments. The instructional program is regularly monitored through walk-throughs by the administrators. The ACIP is reviewed at least monthly to determine if there are changes needed due to additional data or program changes. We monitor student performance through continuous assessments in the classroom associated with the basal reading and math programs. We also discuss the SW program frequently during planning meetings, school leadership team meetings, grade level meetings, needs assessments, parent meetings and surveys and other means of gathering input. Student assessment performance is tracked from year-to-year to determine if our goals and strategies may have resulted in a positive impact on student performance. LEA and schools look at student enrollment and staffing issues as well as instructional resource needs when planning the SW budget and in providing resources needed to meet goals. Parents complete surveys, needs assessments and serve on appropriate school committees to provide input. The school and LEA evaluate the effectiveness of each schoolwide program annually and report on the findings to stakeholders at the annual parents meeting and other meetings for stakeholders. Components of the program which do not seem to be making a positive impact on student performance are examined, deleted or changed to make them more effective. Critical areas of need are identified and implemented to make the program more effective.

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 look at data from Act Aspire, Global Performance Series, and DIBELs to determine our effectiveness in increasing the achievement of students who are furthest from achieving the standards. Lowest performing students are identified and plans devised to help these

individuals improve their core academic skills in specific skills areas of low performance. The school extends learning, provides additional instruction, remediation and tutoring to help these students make progress towards meeting the states student performance standards. The performance of these students is tracked closely during the school year through benchmark testing, progress monitoring and weekly classroom assessments to further identify special skills areas to target for improvement. Data and input is derived through grade level meetings, needs assessments, parent meetings and surveys and other means of gathering input. Student assessment performance is tracked from year-to-year to determine if our goals and strategies may have resulted in a positive impact on student performance. LEA and schools look at student enrollment and staffing issues as well as instructional resource needs when planning the SW budget and in providing resources needed to meet goals. . Components of the program which do not seem to be making a positive impact on student performance are examined, deleted or changed to make them more effective. Critical areas of need are identified and implemented to make the program more effective.

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?

After analyzing the data, the principal, literacy coach, and teachers collaborate to revise the plan in order to ensure continuous improvement of students in the schoolwide program.

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

We are keeping three goals from the 2014-2015 school year. After working on these goals for one year, as a faculty, we decided to continue in the 2015-2016 school year with professional development and classroom activities since our data indicated the same trends. This year (2016-2017) we are adding the activity of providing professional development in research-based, explicit reading lessons. This was based on data that indicated a weakness in foundational reading skills.

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

We added an activity to the goal of improving foundational phonics in kindergarten through grade 5. This activity is to provide professional development for the teachers throughout the year to help them become more proficient in teaching foundational reading skills.

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	24.70	24.7	1,392,872.00
Administrator Units	1.00	1	69,706.00
Assistant Principal	0.00	0	0.00
Counselor	0.50	1.0	56,206.00
Librarian	1.00	1	52,499.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	4,606.00	0	4,606.00
Professional Development	1,735.00	0	1,735.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	11,028.00	0	11,028.00
Library Enhancement	578.00	0	578.00
Totals			1,589,230.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	153654.0

Provide a brief explanation and breakdown of expenses.

2.5 Teachers plus 1 Part Time Aide

Salaries: \$102,731.00

Benefits: \$48,618.00

Instructional Materials: \$5,500.00

Teacher Supply: \$1,015.00

Parental Involvement: \$1,707.65

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

Provide a brief explanation and a breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activities Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Professional development activities will focus on needs identified through needs assessments, student assessment performance data, and Common Core Standards, AMSTI, and ARI. Funds will be used to pay expenses for instructional staff to participate in local, regional, and state activities.

.5 Teacher

Class Size Reduction Teacher Unit

Salary: \$19,171.00

Benefits: \$8,573.00

Fee: \$203.00

Title III

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

Provide a brief explanation and a breakdown of expenses.

ELL services are provided through other funds. ELL instructional personnel visit the school on a weekly basis to provide instruction, remediation, tutoring, and support for students.

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.

No Title IV funding is received, but the LEA provides safe and drug-free activities and resources including Red Ribbon Week, Character Counts Week, Suicide Toolkits, Project Toward No Drugs, SADD, and activities and programs to encourage students to make wise decisions regarding substance abuse and safety. Students Against Destructive Decisions Chapters are active at each high school, which provide activities, programs, and resources. Each school has a nurse and counselor who provide support and resources.

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	5000.0

Provide a brief explanation and a breakdown of expenses.

Title VI funds provide resources for low achieving students to help them improve their core academic performance. We are providing core academic instructional/remedial materials, instructional technology, and other resources as needs are identified.

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.	68671.48

Provide a brief explanation and a breakdown of expenses.

The TRACKS Afterschool Program is provided through the 21st Century Community Learning Center Grant, which has been operating since 2001. The program provides tutoring, homework help, enrichment activities, and remediation for low performing students and support for families through parent involvement. Also included are art activities and recreational activities. The program operates through the summer to provide enrichment activities, educational field trips, and extended learning opportunities for low-income disadvantaged students. The budget is 200,000 this year to be divided between three schools based on the number of students.

Making Middle Grades Work grant funding provides professional development money for educators to increase the rigor of academics.

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

In August our school held Parent Night. At this time, parents were informed of our school's participation in Title I including Title I requirements, 1% funding set-aside for parent involvement, and the rights of parents involved. Information was delivered through a video presentation, a PowerPoint handout, as well as a teacher/parent question and answer session. This parent meeting is held every August before the start of the school year. The Franklin County School System Parental Involvement Policy is available in the principal's office, on the school's website, and the counselor's office.

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.

Parents have many opportunities to meet with the school principal and faculty throughout the year. The meetings throughout the year include an annual parent night at the beginning of each year; parent/teacher conference day during which parents schedule appointments at their convenience to meet with their child's teacher; individual parent/teacher conferences are scheduled whenever needed by both the teachers and parents. The principal is often included in these meetings. Parent/principal meetings are also scheduled as needed at the request of the parents, principal, or teacher. Further informative dialogue with parents is provided throughout the year with regular parent meetings. We also have two Parent Expo's per year to convey information to parents. We offer meetings in the morning, at mid-day, and in the evening. The Title I Team, which consists of parents, school faculty, and community leaders, meet throughout the year to evaluate last year's program. Parents then provide input and make suggestions to improve our Title I Program. We use allocated funds for Parent Expo's, Bobcat Parent Tips, Communication Binders, and Home/School Connections. In addition, newsletters, automated phone announcements, and notes are used to keep parents informed about parent involvement opportunities throughout the year.

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.

We communicate with parents through many different formats -- parent and student assemblies, meetings and conferences held at various times, newsletters, automated phone calls, notes from the teacher, and notes from the principal. Parents who do not speak English and who do not have anyone at home to interpret are given information in their language. Detailed information about the Alabama College- and Career-Ready Standards, curriculum, academic assessments used, and achievement expectations are communicated in detail by teachers through parent/teacher meetings; parent/teacher conferences/newsletters/notes home; AMSTI Night; and Parent Expos. Collaboration between parents, teachers, and the principal is a part of these formats. Through these communication forms, parent's opinions and ideas are sought after to help make decisions regarding the education of their children.

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 Title Committee meets at the beginning of the year to revise the School-Parent Compact. At our parent night at the beginning of the school year, teachers help parents understand the shared responsibility between the parents, students, and school in an effort to improve academic achievement. Parents, students, teachers, and the principal sign the Learning Compact representing a team effort.

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

At the beginning of the year, teachers inform parents of the LEA and Phil Campbell Elementary School's Parent Complaint Procedures form in compliance with No Child Left Behind. This is also posted at the office entrance. Parents are given the opportunity to submit comments through an annual Title I parent survey. Parents are encouraged to call or visit the school with any problems or concerns they may have.

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)

Parents are given ways to help their children achieve the Alabama College and Career Ready Standards in several different ways. Newsletters and teacher notes are sent home on a regular basis outlining specific tasks for parents to do with children at home targeting the standards being taught that week at school. Parents receive training through the following methods: Parent night is held at the beginning of each year; two Parent Expos per year; parent/teacher conferences; AMSTI Night; and assemblies held every grading period. Parents also have access to our school website which gives information about our school. The website also has links to websites that are excellent resources for parents working with children at home. It also gives them access to standards and lessons being taught in the classroom as well as the progress of their children.

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)

Phil Campbell Elementary School partners with parents to improve student academic achievement through several methods. We provide materials and training through AMSTI Night; parent/teacher conferences; Parent Night; Parent Expo, and assemblies held after every grading period. Parents are also given information through newsletters, communication binders, and links on our website. All of these sources provide information on such things as early childhood literacy development, using technology, understanding assessment reports, and helping at home with Alabama College- and Career-Ready Standards.

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)

All school staff participates in training on how to build better relationships with parents. We work hard to foster a school climate where parents feel welcome to share suggestions. We also send out a parent survey yearly. The results of the parent surveys are shared with teachers at faculty meetings. The teachers and principal then work together to develop ways to address problems found through the survey. They also notice what is working and decide if those particular items can be improved. Teachers are also invited to provide parent training at Parent Expos to give them an opportunity to interact closely with parents at this level. Besides the academic activities shared by parents and teachers, we also have fun activities to help develop a good rapport between parents and teachers.

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)

There are many ways in which parent involvement is entwined with federal programs within our school. Our LEA Foundation Funding Program allows us to incorporate technology in our program to keep parents informed and to give them access to educational tools to assist them in working with their children. It also provides us with a way to communicate and work with parents of ELL students to optimize their learning experience. Title III and the ELL Program also helps us involve parents of ELL students. Parents of special education students are also helped in their efforts to assist in and improve the quality of education for their children. Our Title I Program gives us the opportunity to train parents to better help their children. It also allows us to provide helpful tools for parents. We are a rural community and also a largely low income community. Title VI grants us the ability to provide instructional resources, training, and technology to help parents assist their children in making progress towards graduation requirements and in improving their core academic skills. At-Risk Program funds are used to provide a truancy coordinator to help school personnel in decreasing student absences and to work with local court system in the Early Warning Program dealing with students who are excessively absent. Our Special Education Program and Gifted Program gives us the opportunity to assist parents in helping students whose academic needs are different from average students. Through this program we are

able to offer emotional, physical, and academic support to both parents and students. Parents are also encouraged to participate in our Child Nutrition Program by sharing breakfast or lunch with their children.

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)

We strive to make sure all parents have access to information related to all activities of participating children. We send information home in other languages as needed. Our ELL teacher also helps with communication between the school and parents of ELL students.

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)

We vary the times for meetings to help parents with differing work schedules be able to participate. We offer multiple opportunities for parents to meet with teachers, support staff, and the principal. Parents are consulted about topics of interest to them, and plans are made to address these topics throughout the year. Parent surveys are studied to find areas of need. These needs are met with a collaboration between teachers, the principal, parents, and support personnel.

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.

Our school faculty and LEA works as a team to ensure that all parents are able to be actively involved at our school. Teachers and staff are watchful of needs and appropriate steps are taken to meet those needs. These steps include home visits, the use of interpreters, communications sent home in the parent's language, notices posted at school in English and Spanish. We provide accommodations for parents with disabilities. We also have flexible meeting times to give parents access for participation.